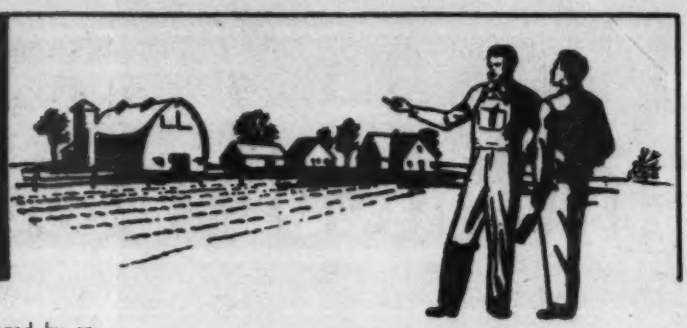
The AGRICULTURAL EDUCATION Magazine

VOLUME 30 JULY, 1957 NUMBER 1

ture legend, page 21

Featuring— Conducting On-Farm Instruction

The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

THE INTERSTATE DANVILLE, ILLINOIS

MANAGING EDITORS

A. H. Krebs, University of Illinois, Urbana, Illinois
Editor

W. A. Smith, Cornell University, Ithaca, New York
Consulting Editor

Henry TenPas, Oregon State College, Corvallis, Oregon
Business Manager

SPECIAL EDITORS

CENTRAL
Ralph J. Woodin, Ohio State University, Columbus, Ohio
Arthur B. Ward, University of Nebraska, Lincoln, Nebraska

NORTH ATLANTIC
H. R. Cushman, Cornell University, Ithaca, New York
Paul M. Hodgson, University of Delaware, Newark, Delaware

PACIFIC
S. S. Richardson, Utah State College, Logan, Utah
Howard Christensen, University of Nevada, Reno, Nevada

SOUTHERN
O. L. Snowden, Mississippi State College, State College, Miss.
J. C. Atherton, University of Arkansas, Fayetteville, Ark.
T. W. Gandy, Alabama Polytechnic Institute, Auburn, Ala.

AT LARGE
Neldon A. Taylor, Redding, Calif.
Teachers
Gerald B. James, North Carolina State College
Book Reviews
H. N. Hunsicker, U. S. Office of Education, Washington, D. C.
Vocational Division

SPECIAL REPRESENTATIVES

Pacific, Jack Ruch, Laramie, Wyoming
Southern, E. W. Garris, Gainesville, Florida
North Atlantic, John A. Snell, Augusta, Maine
Central, Harold B. Taylor, Indianapolis, Indiana
N.V.A.T.A., Paul P. Mechling, Lancaster, Ohio

EDITING-MANAGING BOARD

Jack Ruch, Wyoming; E. W. Garris, Florida; John A. Snell, Maine; Harold B. Taylor, Indiana; Paul P. Mechling, Ohio; W. T. Spanton, Washington, D. C.; G. P. Deyoe, Illinois; Robert Bishop, Wyoming; Henry TenPas, Oregon; W. A. Smith, New York.

Contents

Editorials

The Measure of Success ..... E. L. DeAlton 3

On-Farm Instruction ..... C. C. Scarborough 3

On-Farm Teaching ..... C. E. Bundy 4

Strengthening Summer Programs of Vocational Agriculture Teachers ..... G. R. Cochran 6

What Time Have You? ..... L. B. Fidler 7

Conducting On-Farm Instruction ..... J. Edison Banks 8

Index to Volume XXIX 9

Index to Authors, Volume XXIX 12

Planning the Summer Program ..... Paul Harrington 14

Do You Have a Summer Program? ..... Lemar Ketelsleger 14

Research in On-Farm Instruction ..... Glenn Z. Stevens 16

Summer Programs Should Be Planned ..... Walter T. Bjoraker 17

On-Farm Instruction ..... Clarence B. Davenport 19

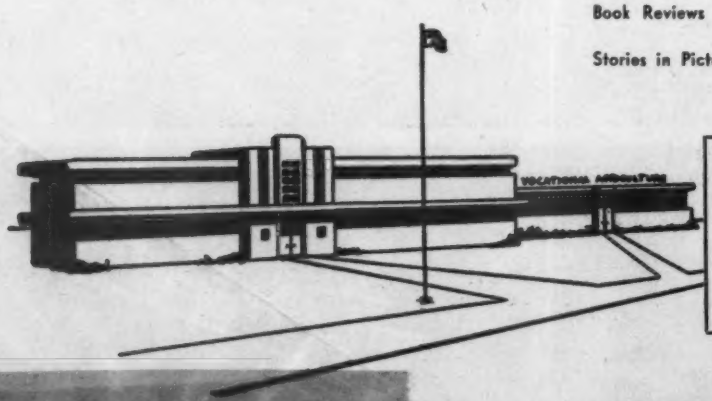
Changes in the Magazine Staff 21

The Cover Picture 21

News and Views of the Profession 22

Book Reviews 23

Stories in Pictures 24



Subscription price, $2.00 per year, payable at the office of the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville, Illinois. Foreign subscriptions, $2.25. Single copies, 20 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.
Entered as second-class matter under Act of Congress March 3, 1879, at the post office in Danville, Illinois.

Editorials

The Measure of Success

E. L. DE ALTON, State Supervisor of Agricultural Education, North Dakota.

Since the inception of institutional-on-farm training for veterans in 1946, school administrators, instructors, members of advisory committees, supervisors, teacher trainers and Veterans Administration personnel have been working diligently and in cooperation with one another to meet the objectives of the program. Much has been accomplished, and one can see or hear about the splendid results and the value of the program in every community where it has been in operation.

The success of the program and the good it has accomplished vary widely in different communities and different states. The degree of success or failure of the training can be attributed to any or a combination of several factors. Among them are:

(1) The care with which veterans were selected for training and the kind of farms on which they carried out the training.
(2) Training, experiences and farm background of the instructor, and his familiarity with the type of agriculture in the area where he is employed.
(3) Facilities of the schools offering the training.
(4) Administration of the program in the local school and on the state level.
(5) Working relationship between the state supervisory staff and the Veterans Administration.
(6) In-service training and assistance given instructors and school administrators with organizing and conducting the program.
(7) Instructor's attitude, sincerity, and desire to serve.

The law initiating institutional-on-farm training set up specific requirements, but when the program started there were policies to be formulated, procedures to be established, and many details to be worked out. Some of the requirements differed from those established for vocational training in agriculture which had been in operation for nearly forty years, yet the principles of sound vocational training applied to this new program too.

The program originated when all agricultural agencies were looking for men, making it doubly difficult to find enough qualified instructors to meet the demand. As a result some instructors may have been employed who were not fully qualified to offer the training.

There is no doubt that the subsistence payments

(Continued on page 6)

On-Farm Instruction

C. C. SCARBOROUGH, Teacher-Training, N. C. State College.

A few weeks ago I was at the home of a boy in his 4th year of vocational agriculture. His teacher considered him to be a "good" student. He was active in FFA, holding a chapter office. His farming program was "about average." His shop work at school was OK, largely woodwork. He had A's and B's in vocational agriculture for the many months during the previous three years.

Yet, as I stood in the cluttered yard, with no lawn, shrubs, walks or drives, I was troubled. Without taking a step I could see three pieces of farm equipment rusting in the weeds that might well have been the heart of a real farm mechanics program. The need for an improvement project in home beautification could hardly have been missed by a first year agriculture boy. Fences were an eyesore as well as unreliable in restraining livestock. The lots near the barns were filthy. Many other needs were apparent, such as painting, but I mention here only the most obvious things, and only those that any Vo-Ag boy could do with little or no expense.

Why this situation? Perhaps many reasons. One thing is certain. On-farm instruction in this case was only a term in the books and magazines and something talked about at conferences or in college classes. Certainly the values of on-farm instruction had never trickled-down to this boy on his farm. BUT WHY?

Apparently, there are two basic reasons for lack of effective on-farm instruction.

First, the teacher does not get on the home farm of the student.

Second, there is little or no connection between what happens at school and at home.

Are these statements true? I think that they must be if there is no effective on-farm instruction. Yet, everyone (nearly) agrees that here lies the heart of vocational agriculture. This key to an effective Vo-Ag program in any community has too often been "lost in the shuffle." The agriculture teacher is no different from the supervisor in "being busy." The supervisor, a few years ago, would spend the day; now he does well to find time to drop by. The teacher-trainer likewise writes the agriculture teacher that he regrets to advise that he cannot be at his school as originally planned due to a busy schedule at the college. Even the farm boy finds his days, and nights, filled with going and doing. So, it all adds up to very few if any home farm visits for the purpose of on-farm instruction.

(Continued on page 13)

A practical approach to the improvement of - -

On-farm teaching

C. E. BUNDY, Teacher Education, Iowa.

C. E. Bundy

VOCATIONAL agriculture ceases to be vocational when it becomes a classroom textbook course. There is general agreement that the instructional program in vocational agriculture should be planned around the problems which exist on the farms of the students and their neighbors. There is agreement, too, in that we do not teach unless we change the thinking and actions of our students. Teachers of vocational agriculture cannot bring about many changes in the individuals (or their farms) if they spend most of their time in the classrooms.

Our instructional programs in vocational agriculture must involve well organized on-farm instruction. This instruction is of two types: (1) class field trips, and (2) individual home visits.

How Much On-Farm Instruction Is Needed?

For the fiscal year ending June 30, 1955, Iowa teachers conducted 3,751 field trips and project tours, an average of 13.7 per department. Some of the trips and tours were sponsored primarily for young farmers and adults. Assuming three day classes per department, the average teacher in the state made only about four field trips and tours with each class during the entire year—an average of one trip each three months. Are teachers of vocational agriculture including in their instructional programs sufficient field trips and tours to meet the on-farm instruction needs?

The 273 vocational agriculture instructors in Iowa, during the 1954-1955 period, visited their day students on their home farms an average of 3.7 times. They visited the adults enrolled in evening classes an average of less than one visit. Those who conducted classes for young farmers made approximately three visits to each enrollee during the year. Some instructors averaged only two visits to each high school student. Fifteen instructors made an average of at least eight visits per student. How many visits should be made?

A Minnesota teacher divided his day class students into two equal qroups. He visited one group an average of three times. He made six visits to each member of the other group. He found that the extra visits resulted in a 20 percent increase in project labor income and considerable increase in numbers of improvement and supplementary practices completed. The boys who were visited six times excelled those who were visited three times in attitude toward vocational agriculture and in grades in the course.

A study was made a few years ago of the supervised farming programs in Michigan and the methods that instructors used in conducting their programs. It was found the methods used by instructors having the best supervised farming programs differed from those with inferior programs in these respects:

1. More of the instructors with the best programs visited at least 50 percent of beginning students prior to enrollment.
2. More of them took beginning students to visit the programs of supervised farming of older students.
3. More of them with the best programs made farm visits regularly after school.
4. More of them visited supervised farming programs when, or soon after, instruction was provided in the classroom.
5. More of them held tours of supervised farming to which parents were invited.
6. More of the instructors with the best programs used a part of the school day for making home visits.
7. More of the instructors made farm visits regularly on Saturdays.

We believe that the farming programs of our students should involve the entire home farm. Some enterprises will be represented as productive projects. Others will be involved as improvement programs or as supplementary practices. If the instructional program is to be based upon the farming programs of the students, we as teachers must spend much of our time on the farms of our students. That is where the problems are to be found. We must help the students discover, analyze, and solve these problems.

As pointed out previously we have two ways of providing on-farm instruction. We can take the entire class, or an even larger group, out at one time to one or several farms, or we can visit the students individually. There are advantages for both methods.

Conducting Field Trips and Tours

Classroom discussions may be used to discover principles, facts and procedures. Certain interests, understandings and abilities can be taught only on the farm. Viewing a badly eroded field on a class field trip will do more to develop an appreciation of erosion control than discussing the topic or looking at pictures. The pruning of grapes, the shearing of sheep or the selection of brood sows can best be taught on the farm.

Class field trips and tours conserve instructor time. Students may learn while on one field trip more than could be learned during several days of study in the classroom. By careful planning, tours and field trips to the farms of class members can in some cases take the place of individual visits. Instead of teaching each boy individually on his home farm, a large number may be taught by use of field trips and tours.

Field trips must be carefully planned. It may be better to remain in the classroom than to take a class out on a poorly planned trip. Valuable student time can be wasted. Discipline situations or public relation problems may be encountered.

Following are procedures which may be helpful in conducting effective field trips and tours:

1. Plan and time each phase of the trip. Be certain that the students participate in the planning. Keep on schedule.
2. Look over the situation or farm to be visited. Make necessary arrangements in advance.
3. Talk over with the class in advance the purposes of the trip. Help outline things to do, things to look for, and things not to do.
4. Have all equipment and ma-

(Continued on page 5)

The purpose of this field trip was to study the beef feeding project of a class member and to inspect the new pole type cattle shelter constructed by the boy as an improvement project.

The boys in this vocational agriculture class have just asked the farm owner if he can justify owning two tractors on his 160 acre farm. Class field trips are musts in a good vocational agriculture program. They, however, must be carefully planned and made. The student teachers in charge of this field trip are to the right of the farm owner.

On Farm Teaching - - -

(Continued from page 4)

terials available and ready for use.

5. Make arrangements with the school administration and bus driver.
6. Give class members something to do. Assign individuals definite responsibilities.
7. Keep students in a group. Make certain that they can see and hear.
8. Consider the physical comfort of class members. Encourage boys to dress for the occasion.
9. Encourage questioning. Involve in your discussions parents and other adults whenever possible.
10. Emphasize the importance of respect for property. Avoid disturbances of stock, breaking down fences, tracking up yards, or raiding the orchard.
11. Consider personal safety of class members. Take precautions to avoid fire or physical injury.
12. Be certain that drivers of automobiles are licensed drivers and have liability insurance.
13. Tie in the information and skills learned on the field trip with the work being done in the classroom.

Making Individual Home Visits

Visits to the homes of individual students provide opportunity to follow up classroom discussion and to assist them in making application of what they have learned to their home farms. Our students need someone to help them analyze their individual problems and to assist in planning remedial programs. They need someone who will keep closely in touch with the farm operations throughout the year. It is impossible for the instructor to completely understand the home farm situation without making trips to the farm to see and analyze the situation.

Good farming programs involve the entire family. We as teachers must get well acquainted with the members of the family. We can do this best while on the farm.

Some skills can be taught on the farm with individual boys. We must plan with the individual so that the instruction will be provided as needed.

Our goal as teachers is to change the thinking and actions of our students. We usually must get out on to the farm to bring about change in action. That is where action takes place. Few improved practices can be completed in the classroom. We may introduce them there but they are usually completed on the farms. We need to be there.

The importance of making visits to the homes of our students may be appreciated but we may not be effective in making them. Studies have been made which indicate a close correlation between the number and type of farm visits made and the effectiveness of the vocational agriculture program. It is assumed in some states that a minimum of six to eight visits per student must be made each year to maintain an effective program. To meet these standards it is necessary for a teacher to spend 25 percent of his time during the regular school year and about 75 percent of his time during the summer months in farm visitation. Some saving in time can result from increased numbers of class field trips and tours.

While the number of visits is important, the time of the visit and the methods used by the instructor greatly influences the effectiveness of the activity. Following are procedures which may improve effectiveness in home visitation:

1. Plan carefully each visit. Have a definite purpose in mind. Let it be known that your visit is an important part of the program.
2. Visit the student when he needs assistance rather than making visits according to a set schedule. Encourage the student to call you when help is needed.
3. When possible arrange with the student (boy, young farmer or adult) for the visit in advance.
4. To conserve travel, arrange to visit other students in the area at the same time.
5. Dress for the occasion. Be prepared to get your hands and clothes dirty.
6. Take with you the tools, equipment, references and materials which may be needed. Don't be the well publicized plumber.
7. Be prompt in keeping appointments. Be businesslike. Get to the problems of the student as soon as possible.
8. Try to get one or both of the parents in on the conference.
9. Avoid making decisions. Help the student make the decisions. Ask questions which lead to answers.

(Continued on page 13)

Strengthening summer programs of Vocational Agriculture

G. R. COCHRAN, Supervisor, Minnesota.

We in Vocational Agriculture Education are familiar with the fact that effective instruction in agriculture does not follow the traditional concept of student-teacher-classroom relationships. The farm must necessarily serve as a laboratory for the student. On the farm he has the opportunity to put into operation the pratices studied in the classroom. Here he may develop the skills and master the techniques of day by day farm operations. All this implies teaching by the instructor and learning by the student. This points up the need for continuing teacher contact with the sudent on a year around basis.

Plan for On-Farm Instruction

The Minnesota State Plan for Vocational Education provides that the teacher of vocational agriculture shall be employed on a year around basis, from July 1 to June 30. Since the teaching program of vocational agriculture instructors does not follow the traditional pattern of classroom teaching only, it is necessary that time and careful thought be given to planning for on-farm instruction. Individual on-farm instruction is especially effective during the summer months because of the time available for this type of teaching and because of the opportunity for timeliness of instruction. While the teacher does not meet with classes each day during the summer months, a common problem of many teachers is finding sufficient time for a satisfactory program of on-farm instruction. Summer school and other professional improvement activities, department maintenance, vacation, and community activities all make demands on the time of the teacher. Unless the summer program is carefully planned it may be that not enough time will be allocated for the job he is hired to do—teach students through individual on-farm contacts and supervise in-school laboratory work.

Teachers Discuss Summer Program

The question of the summer program of vocational agriculture teachers was the subject for discussion and study at a recent series of group meetings held throughout the state. It was the consensus of opinion at these meetings that the first step in making an improvement in summer programs might well be in the area of planning so that sufficient time is allowed for a program of instruction. As an aid in planning, a form developed by the M.V.A.I.A. Committee on the summer program was made available to each teacher present at the meeting. This provides a systematic approach to the planning of the summer work program for each teacher. It was also generally agreed that the planning of the summer program should be done cooperatively with the school administrator. There are a number of reasons for following this procedure. Among the reasons advanced were the need for a complete understanding of the job of the vocational agriculture teacher by the administrator, general approval of the program by the administrator, an opportunity for considering suggestions for improving the effectiveness of instruction, and the more general acceptance of the idea that vocational agriculture instructors are employed on a year around basis to teach and should be paid on a full-time basis.

In general, careful planning of summer activities and conscientious execution of these plans will result in strengthening the total program of vocational agriculture throughout the state. In addition, we may expect a better acceptance of our work as we plan cooperatively and as we keep others informed of what we are doing. This applies to all phases of the vocational agriculture program. □

The Measure of - - -

(Continued from page 3)

attracted some veterans who were not especially interested in or qualified for farming. In the beginning some advisory committees, acting without proper guidance, thought of the program as a relief measure rather than as a training agency and were inclined to consider the veteran's financial need rather than his need for agricultural training. In some communities there may have been more interest in the money the program would bring into the community than in its educational value.

In some states the dual and somewhat overlapping responsibilities of the Veterans Administration and state supervisory staff were a hindrance with respect to formulation of policies and regulations, and to carrying out certain aspects of the program.

In spite of these and other difficulties, the program has made far-reaching progress and the results have been gratifying. Improved agricultural practices have been put into operation on thousands of farms. Farm veterans who otherwise may never have had an opportunity to receive training in agriculture have had from one to four years of practical training adapted to their specific needs. The training has helped them to become established successfully in farming. Farm improvements of practically every kind have been made. Their farms are better farms on which to live and work, and the trainees have become better citizens, because of the program.

It is perhaps safe to say that everyone who has worked with the program has found fault with it at some time, but do we not agree that perhaps the members of Congress planned it even better than they thought? Where but in America has a government made such farm training available to its veterans? It is a program that offers a select group of farm veterans both classroom and on-farm instruction geared to their specific needs, taught by a trained qualified instructor. It is offered at no cost to the trainee, and even provides an allowance for his time while he is enrolled.

After observing and working with the program for several years we can begin to see what it has accomplished. We are better able to appreciate its value to the veterans, the local communities, and our country as a whole. The training has resulted in improved agriculture, better farm practices, and better living conditions, but even more important is the fact that farm people have been given an opportunity to improve themselves, their farms and their communities. Because this training has instilled in thousands of farm people the desire and will to continue to improve and progress, and has helped to show them the road to better farming, the real value of the program will continue even though the training itself is nearing completion. □

"What time have you?"

Ohio teachers are trying to find an answer

L. B. FIDLER, Supr., Veterans Training, Ohio.

L. B. Fidler

AGRICULTURE teachers would generally answer, "I don't have any time. I am 'swamped' by the constant demands on my time." Other teachers say, "Some people work from sun to sun, but an agriculture teacher's work is never done." I have felt the same way many times during twelve years of teaching vocational agriculture.

Ohio teachers are trying to do something about the heavy work load of Vo-Ag teachers. Last summer representative teachers from each of the fifteen supervisory districts of the state came to Ohio State University for a Program Planning Workshop under the general direction of Dr. A. W. Tenney and Dr. Ralph Woodin. The workshop lived up to its name, for the participants really worked for three weeks. As is usually the case where work is carefully planned and directed, a great amount was achieved.

Attacking the Problem

One small group of teachers worked on the problem of, "Budgeting Professional Time." This group defined their purpose as, "to help all vocational agriculture teachers organize their work so that they can complete it during reasonable hours." The two main factors in the problem evidently are, "work" and "time." They proposed the rather simple procedure of determining the professional jobs to be done, allocating time to them, and keeping a record of the time spent on each as a method of testing their proposed budget.

It soon became evident that the factors of time and work were variables, particularly as they related to the various teachers in their own communities. The committee attempted to arrive at a "norm" for Ohio teachers. After much discussion and careful consideration, they decided that the reasonable number of hours which should be expended in accomplishing the professional jobs was usually about 44 hours per week, or 2112 hours per year of 48 weeks. Vacation and other uncommitted time spent in professional improvement were not included in the figure.

The committee finally decided that the following professional jobs should be considered as a part of every well-rounded vocational agriculture program:

(1) General school activities
(2) Program planning
(3) Classroom teaching (H.S.)
(4) Individual guidance—counselling
(5) Farm visitation
(6) FFA activities
(7) Adult farmer classes
(8) Young farmer classes
(9) Public relations
(10) Equipment-facilities
(11) Professional improvement

The committee further devised a form for daily and monthly recording of time spent on professional jobs. They further suggested an annual "pie graph" as a means of visualizing the actual amount of time spent on various professional phases of the program.

Helping Other Teachers Help Themselves

Workshops sometimes become workshops and little more. That is not the case in this situation. Teachers from the various districts of the state have gone back to their individual jobs and have actually kept a record of their professional activities since the summer workshop. The next step in the state program is carrying this new idea to all teachers. District supervisors are now in the process of holding district meetings in their various districts. In these meetings, the teachers who participated in the summer workshop serve as leaders in discussing the problem with the rest of the teachers of their district. Each teacher is encouraged to set up his own budget, keep careful records, and revise the budget in the light of his particular situation.

This phase of the workshop seems to have appealed to the teachers.

(Continued on page 8)

A Time Budget for the Month of September 1956

Center City, Department of Vocational Agriculture

1. Total hours of professional time available: Days 20; Total Hours 180; 8-12 A. M. 80; 1-3 P. M. 38; 3-5 P. M. 38; 7-10 P. M. 24.
2. Major activities to be completed:
   - 2.1 Visit parents of all new students—Secure project livestock.
   - 2.2 Meet with advisory committee to plan adult program.
   - 2.3 Hold Greenhand Initiation and officer training session.
   - 2.4 Visit remaining Young Farmer class prospects.
   - 2.5 Attend Grange—Give talk at Farm Bureau Council.
   - 2.6 Faculty Committee—County School activities.
3. Allocation of professional time:

	8-12 A. M.	1-3 P. M.	3-5 P. M.	7-10 P. M.
3.1 General School Activities		2	2	3
3.2 Program Planning			2	3
3.3 Classroom Teaching (H.S.)	76	36	6	6
3.4 Individual Guidance—Counselling			4	
3.5 Farm Visitation	4		16	
3.6 FFA Activities				3
3.7 Adult Farmer Classes			2	
3.8 Young Farmer Classes				3
3.9 Public Relations			6	3
3.10 Equipment—Facilities			2	
3.11 Professional Improvement ..				3
Total (Preliminary)	84	40	40	36
Total (Adjusted)	80	38	38	24

Conducting on-farm instruction

Strong beliefs, high goals, good planning, and execution of plans are basic to good on-farm instruction

J. EDISON BANKS, Vo-Ag Instructor, East Bernstadt, Kentucky.

Before on-farm instruction can be effective we must believe it is vital to our instructional program. Instruction in the classroom provides an opportunity to develop attitudes, incentives, knowledge, and understandings; but supervised practice is necessary to developing the ability.

Is there a better place to teach an improved practice than on the student's home farm? To me, this is an ideal situation.

Here are a few questions I would like to raise: When should on-farm instruction be provided? How often should it be given? What methods or techniques should be used? How can a teacher help a student discover difficulties or problems in his farming program? Let us look at these questions.

I. *When should on-farm instruction be provided?*

Of course, on-farm instruction should be provided throughout the year—during the school term and during the summer months. It seems to me that the best time to provide on-farm instruction during the school term is in the afternoons after the last class. If I have students who are free before school is out, I should get permission from the principal to leave school early with them.

I invite the principal and other teachers to go with me on supervisory visits from time to time. I thank others for their cooperation.

During the summer I give more time to on-farm instruction. On-farm instruction should be timely—it should be given before or at the time the practices are to be carried out.

II. *How often should on-farm instruction be provided?*

I set a goal of five visits per high-school student each year. The five visits are a minimum goal, and not a set rule. I try to give the supervision when it is needed irrespective of the number of visits—usually well above five. I believe young and adult farmers should be given on-farm instruction on about the same basis as the all-day students.

III. *What methods or techniques should be used?*

A. Planning the on-farm instruction

1. After school starts in the fall, I make a map of the area served by my school, sketching in the major roads and communities. Then I locate the boys on the map. I usually place this sketch inside a manila folder so I can carry it on a brief case or file it at school.

2. Next I make a file of all my high-school students on index cards, filing them in a small metal recipe box (my wife's suggestion) in alphabetical order. This small box fits into the glove compartment of my car and is available at home, at school, or on the farm. I put the following information on the card:

To help me in planning the next visit, I write the date of each visit and make notes on what we discussed or did on the back of the card. This file has other cards on which I list all the students who have the same projects—one card for each enterprise. These cards are placed in the front of the same file. This is helpful in planning small on-farm group meetings and in determining the number of

(Continued on page 20)

FRONT OF CARD

Name_____

Project	Scope	Part Rec.	Year in School	
Strawberries	1 acre	1/3	Freshman	55-56
Beef	1 steer	3/4	"	55-56
Hay	1 acre	2/3	"	55-56
Pasture	3 acres	•••	"	55-56
Beef	2 steers	3/4	Sophomore	56-57
Hay	3 acres	1/2	"	56-57
Strawberries	1 acre	1/3	"	56-57
Home Imp.	••••••	•••	"	56-57

What Time - - -

(Continued from page 7)

They hope that as a result of this systematic approach to an ever present problem that they can answer the question, "What Time Have You?" with, "I have time to do my job, and believe it or not, some time left for my home and family." □

Ohio teachers discuss budgeting professional time during their program planning workshop.

The teacher may use on-farm group meetings to provide instruction to a few boys who are in need of a particular kind of instruction. Here the group is studying buds, under direction of the teacher.

The Agricultural Education Magazine

INDEX TO VOLUME XXIX

July, 1956 - June, 1957

CONTENTS

EVALUATION

FARMER CLASSES

FARM MECHANICS

FARMING PROGRAMS

FUTURE FARMERS

METHODS AND MATERIALS

PROFESSIONAL

MISCELLANEOUS

BOOK REVIEWS

EVALUATION

Year 1956

Do Your Farmers Adopt New Practices?—Raymond M. Clark, Teacher Education, Michigan State University.....July

A Yardstick for Your Fair—L. W. Boucher, Teacher, Berlin Heights, Ohio.....July

Administrators Evaluate Their Teachers—Zeno E. Bailey, College Teacher, Snead College, Alabama.....July

General Agriculture Versus Vocational Agriculture—Kenneth B. Cutler, Supervisor, California.....July

How Many Opportunities for Entering Farming?—John E. Worthington, Teacher, Jackson, Ohio.....August

Why Teachers Make Teaching a Career—Lloyd J. Phipps, Teacher Education, University of Illinois.....August

More Will Go to College—Jack Ruch, Teacher Education, University of Wyoming.....August

What Is Vocational Agriculture?—K. C. Lanier, College Student, North Carolina State College.....October

Why Teach?—Carl G. Howard, Teacher Education, New Mexico A & M College.....November

An Interneship Program Helped Me—Joseph J. Mercer, Teacher, Buena Vista, Georgia.....November

Selecting Teachers on the Basis of Farm Experience—Wallace H. Elliott, Teacher Education, University of Maine.....November

Teachers "OK" In-service Training—Roy W. Dugger, Teacher Education, Oklahoma A & M College.....November

When Teaching Becomes a Profession—Edward Mott, Teacher, Technical Institute of Agriculture, Cobleskill, New York.....November

Should An Agriculture Teacher Go Into Farming?—Howard Christensen, Teacher Education, University of Nevada.....November

An Interneship Program Aids Teachers—W. R. Brown, Teacher Education, University of Georgia.....November

Who's Sick?—R. W. Montgomery, Teacher Education, Alabama Polytechnic Institute.....December

Where Are We Going?—Ralph E .Bender, Teacher Education, Ohio State University.....December

What Adjustments Are Needed?—Roy W. Equall, Teacher, Superior, Nebraska.....December

Will Our Vo-Ag Program Keep Pace?—Howard Christensen, Teacher Education, University of Nevada.....December

Must We Change Our Objectives?—Philip S. Barton, Teacher Education, University of New Hampshire.....December

What Are Your Objectives?—Kenneth Liggett, Teacher, Lynden Center, Vermont.....December

Relation of Non-farm Jobs to Agriculture—W. Howard Martin, Teacher Education, University of Connecticut.....December

Are We Professionals?—T. O. Beach, Teacher, Casa Granda, Arizona.....December

Why Don't They Teach?—James E. Bryan, Teacher, Notus, Idaho.....December

Multi-teacher Vo-Ag Departments—Charles Wiggins, Teacher, Tunkhannock, Pennsylvania.....December

Year 1957

Who Enter Teaching?—Paul Hemp, Teacher Education, Purdue University ..... January
Does Vo-Ag Prepare for College?—E. V. Walton, Teacher Education, Texas A & M College ..... March
Farming Opportunities as a Basis for Enrollment—Fred K. T. Tom, Teacher Education, Cornell University ..... April
What Are the Needs of Vo-Ag Students?—Bruce Gaylord, Supervisor, Vermont ..... April
Whom Should We Enroll?—Floyd Miller, Teacher, Oshkosh, Wisconsin ..... April
What Do We Want to Evaluate?—Roy W. Roberts, Teacher Education, University of Arkansas ..... May
Evaluate to Improve—George W. Weigers, Jr., Teacher Education, University of Tennessee ..... May
Planning Ahead for Vocational Education in Agriculture—R. E. Bass, Supervisor, Virginia ..... May
Bases for Evaluation—William H. Pyle, Principal, North Harford H. S., Pylesville, Maryland ..... May
Evaluative Criteria for Beginning-teacher Programs—Austin E. Ritchie, Teacher Education, Ohio State University ..... May
Evaluating Individual Farming Programs—S. M. Smith, Teacher, Machias, New York ..... May
Let's Look at Our Out-of-school Programs—D. R. Purkey, Supervisor, Ohio ..... May
A "Point System" to Evaluate Vo-Ag and FFA—Joseph P. Dermody, Teacher, Elba, New York ..... May
Emphasize Self-evaluation in Vo-Ag—Cola D. Watson, Supervisor, Vermont ..... May
To Evaluate Is to Grow!—Ron Paige, Ag-ed Trainee, Montana State College ..... May
How Do Vo-Ag Graduates Perform?—Edward E. Dakan, Teacher, Manning, Iowa ..... May
Research in Agricultural Education—Don M. Orr, Teacher Education, Oklahoma A & M College ..... May

FARMER CLASSES

Year 1956

Establishment in Farming and the Young Farmer Program—Harold R. Cushman, Teacher Education, Cornell University ..... October
Who Will Teach Adult Farmers?—Bonard C. Wilson, Adult Education Coordinator, Washington, D. C. ..... October
A Young Farmer Program "Pays"—William T. Annis, Teacher, Silver Lake, New Hampshire ..... October
We Are Trying a County Young Farmer Program—C. R. Fridlius, Mount Vernon, Ohio ..... October
Who Are the Out-of-school Rural Youth?—Everett M. Rogers, Department of Rural Sociology, Iowa State College ..... October
Some Results of Experience—Joseph K. Scott, Teacher, Williamsport, Maryland ..... October
Young Farmers Sponsor Fire Training School—Fred H. Cornaby, Teacher, Provo, Utah ..... October
Young Farmer Programs Are Needed—Stanley Wall, Teacher Education, University of Kentucky ..... October
Include the Young Farmer's Wife—Herbert D. Brum, Teacher, Frankfort, Ohio ..... October
Pre-enrollment of Farmers in Adult Classes—Lloyd J. Phipps, Teacher Education, University of Illinois ..... October
Organizing the Young Farmer Program—Swen A. Gilberg, Pennington, New Jersey ..... November
Are You Waiting To Be Convinced?—William W. Stewart, Teacher, Portville, Iowa ..... December
Teaching Adults Through Records—Rolf Moeckel, Teacher, Olivet, Michigan ..... December

Year 1957

A Young Farmer Group Can Be Organized—T. G. Rockett, Teacher, Caldwell, Texas ..... April
Who Enrolls in Adult Farmer Classes?—Lloyd J. Phipps, Teacher Education, University of Illinois ..... April
Why They Enroll in Adult Farmer Classes—Lloyd J. Phipps, Teacher Education, University of Illinois ..... May

FARM MECHANICS

Year 1956

Curriculum Construction for Farm Mechanics—Carlton E. Johnson, Teacher Education, Ohio State University ..... July
Your Farm Mechanics Instruction—1930 or 1956 Quality?—E. W. Foss, Department of Agricultural Engineering, Cornell University ..... September
Selecting Power Tools for the Vo-Ag Shop—T. W. Raine, Teacher, Winona, Minnesota ..... October

Year 1957

Selectivity in Farm Mechanics—C. W. Hill, Teacher Education, Cornell University ..... January
Include Managerial Problems in Farm Mechanics—Evans G. Thompson, Teacher Education, Virginia Polytechnic Institute ..... January
Emphasize Safety—Ira B. Rogers, Jr., Automotive Safety Division, Washington, D. C. ..... January
Safety in the School Farm Shop—Benton K. Bristol, Teacher Education, Pennsylvania State University ..... January
It Happens Every Year—Hazen N. Belyea, Teacher, Ashland, Maine ..... January
Try a Tractor School in Your Program—David Rice, Genoa, New York ..... January
Integrate Your Shop Instruction—Wilmer L. Harris, Teacher, Mechanicsburg, Pennsylvania ..... January
Farm Mechanics for All—Robert O. Harris, Teacher, Clarksville, Virginia ..... January
Farm Mechanics Programs Change—Paul A. Gilman, Department of Farm Mechanics, Thompson School of Agriculture, New Hampshire ..... January
Who Should Teach Machinery Maintenance?—L. P. Jacks, Teacher, Leland, Mississippi ..... January
No Substitute for Planning—Howard F. Fox, Teacher, New Castle, Pennsylvania ..... January
What Teachers Say about Tool Storage—Benton K. Bristol, Teacher Education, Pennsylvania State University ..... January
Farm Mechanics Is a "Must"—Ralph Whitehead, Teacher, Ovid, New York ..... January
A Construction Problem Is Solved—J. Martin Reid, Teacher, Hurlock, Maryland ..... January
Include Farm Machinery Instruction—George W. Sledge, Teacher Education, University of Wisconsin ..... March

FARMING PROGRAMS

Year 1956

Better Development of Supervised Farming Programs—C. O. Neel, Teacher, Versailles, Kentucky ..... July
Serving Boys with Limited Home-farm Facilities—Clarence R. Ferdun, Director, Agricultural Education, Hawaii ..... July
Securing Cooperation of Parents in Developing Farming Programs, Stanley Wall, Teacher Education, University of Kentucky ..... November

Year 1957

Farming Programs, a Critique—Milo J. Peterson, Teacher Education, University of Minnesota ..... March
Record Keeping—Chore or Opportunity—John A. Snell, Supervisor, Maine ..... March
Character Development Through Farming Programs—James W. Hansel, Teacher, McCalisburg, Iowa ..... March
Who Makes the Decisions?—Worth W. Gurkin, Selz C. Mayo, and J. K. Coggin, University of North Carolina ..... March
We Must Get Performance—R. W. Canada, Teacher Education, Colorado A & M College ..... March
"Jon Is Going to Farm"—James Huxtable, Teacher, West Winfield, New York ..... March
Supervise Farming Programs—Harvey A. Smith, Teacher, Schaefferstown, Pennsylvania ..... March
Equalizing Opportunity—Don Erickson, Teacher, Rugby, North Dakota ..... March
Re-investing in the Farming Program—Harry I. Knox, Bellwood, Pennsylvania ..... March
Financing the Farming Program—George O. Ott, Teacher, Bangor, Pennsylvania ..... March
Records—A Key to Vo-Ag Programs—Ken Kiburz, Teacher, Rolfe, Iowa ..... March
Selection Through Farming Programs—G. Edward Richards, Teacher, Troy, West Virginia ..... April
Placement for Farm Experience—Wm. Paul Gray, Teacher Education, Colorado A & M College ..... April
Factors to Consider in Planning Farming Programs—R. J. Delorit, Teacher Education, Wisconsin State College ..... April
Supervised Farming Program Responsibilities in Teacher Education—C. E. Bundy, Teacher Education, Iowa State College ..... May

FUTURE FARMERS

Year 1956

Nebraska's FFA Officers Get Leadership Training—Glen H. Strain, Supervisor, Nebraska ..... July
"County Line" Chapter Stresses Safety—J. C. Atherton, Teacher Education, Arkansas ..... July
Building an FFA Camp Program—J. E. Dougan, Supervisor, Ohio ..... August
Conservation Education for Ohio Future Farmers—A. W. Short, Conservation Supervisor, Ohio ..... September
Is Your FFA Short of Cash?—Al Smith, Graduate Student, California State Polytechnic College ..... September
Contributions of the FFA—Bond L. Bible, Teacher, Morgantown, West Virginia ..... October
The FFA Develops Leadership—James E. Moffitt, President, Mississippi FFA Association ..... December

Year 1957

Appearance Counts—Byron J. McMahon, Supervisor, California ..... February
On with the FFA—E. P. Hilton, Supervisor, Kentucky ..... February
FFA Camping Can Be Educational—J. C. Atherton, Teacher Education, University of Arkansas ..... February
Leadership for Future Farmers—C. W. Hill, Teacher Education, Cornell University ..... February
A Collegiate FFA Chapter Meets a Need—Willard H. Wolf, Teacher Education, Ohio State University ..... February
Contests, Exhibits and Demonstrations Train Boys—Jacob O. McCurdy, Teacher, West Sunbury, Pennsylvania ..... February
Your FFA Program May Reflect the Vo-Ag Program—Charles H. Delano, Teacher, Gorham, Maine ..... February
A State FFA Foundation—W. Lyle Mowlds, Supervisor, New Jersey ..... February
FFA and Vo-Ag Activities Can Cause Conflicts—Donald Meaders, Supervisor, Michigan ..... February
"Chapter Meeting" Contest Is Effective—Perry Cornell, Teacher, Jasper, New York ..... February
Plan and Organize the Program of Work—H. Palmer Hopkins, Teacher Education, University of Maryland ..... February
Let's Teach Parliamentary Procedure—John B. Keller, Teacher, Perry, New York ..... February
Have You Tried a Roadside Market?—Kenneth Bales, Teacher, Gasport, Indiana ..... February
FFA Programs Must Emphasize Leadership—S. Archie Holdridge, Teacher, Madison, Connecticut ..... February
FFA and Vo-Ag Supplement Each Other—Merrill T. Cartwright, Teacher, Kossuth, Mississippi ..... February
Financing the Future Farmer Chapter—Joe B. Bail, Teacher Education, West Virginia University ..... February
The Place of the FFA in the Vo-Ag Program—Daniel E. Koble, Jr., Teacher, Middleburg, Pennsylvania ..... February
The FFA Program Is Different—James D. Evergetis, Teacher, Millville, New Jersey ..... February
A Chapter Fund-raising Campaign Is Successful—L. P. Jacks, Leland, Mississippi ..... February
A File Drawer for the FFA—Gail R. Wright, Teacher, Laramie, Wyoming ..... March

METHODS AND MATERIALS

Year 1956

Demonstration Plots Can Be Effective—John C. Billick, Teacher, Hilliards, Ohio ..... July
Vocational Education Rather Than Service on the Farm—George W. Sledge, Teacher Education, University of Wisconsin ..... July
Operating Two-Teacher Departments of Vocational Agriculture—Gerald B. James, Teacher Education, North Carolina State College ..... August
The Summer Program Prepares for the Coming Year—Charles C. Smith, Teacher, New Milford, Connecticut ..... August
Keeping Abreast of the Times—V. Roy Cardozier, Educational Specialist, Tennessee ..... August
Organize the Summer Program—Malcolm C. Gaar, Teacher Education, Louisiana State University ..... August
"Marking" Your Pupils—Jerome P. Palskill, Teacher, Walworth, Wisconsin ..... September

"Teacher's Unit or "Subject-matter" Planning?—C. C. Scarborough, Teacher Education, North Carolina State College ..... September
The Place of a School Farm—Noel V. W. Smith, Teacher, Smith's Agricultural School, Northampton, Massachusetts ..... September
A Basis for Improved Inst uction—C. B. Wood, Teacher, Falls River, Connecticut ..... September
Motivation and Teaching—V. G. Martin, Teacher Education, Mississippi State College ..... September
A Broad Base for Improving Instruction—H. M. Byram, Teacher Education, Michigan State University ..... September
Filing Your Color Transparencies—Harry A. Everett, Supervisor, Pennsylvania ..... September
Improve Your Teaching Efficiency—F. K. T. Tom, Teacher Education, Cornell University ..... September
Have You Overlooked a Valuable Teaching Aid?—H. Palmer Hopkins, Teacher Education, University of Maryland ..... September
Keep Your Teaching Up-to-date—Jarrell D. Gray, Teacher Education, Texas A & M College ..... September
Adjusting to School Consolidation—Darl T. Dean, Teacher, Springfield, Ohio ..... September
Let's Have a Dress Rehearsal—Thomas N. Meachem, Student Teacher, California State Polytechnic College ..... September
Laboratory Experience in the Vo-Ag Classroom—Fred O. Abel, Teacher, Beallsville, Ohio ..... October
A School Farm Has Public Relations Value—Al Sherman, Teacher, Pomona, California ..... October
There Is No Substitute for On-Farm, Follow-up Instruction—R. H. Tolbert, Teacher Education, University of Georgia ..... October
TV Programs Require Preparation—E. L. McGraw, Teacher Education, Alabama Polytechnic Institute ..... October
Methods in Teaching Farm Safety—Jarrell D. Gray, Teacher Education, Texas A & M College ..... October
Photography and the Vo-Ag Teacher—Bruce Strickling, Teacher, Chandlersville, Ohio ..... October
Make Farm Visits Pay—Stanley Runk, Teacher, Mt. Union, Pennsylvania ..... October
Agriculture and Intra-school Relations—Allen Baker, Teacher, Sunnyside, Washington ..... November
Take to the Field!—Ledward E. Smith, Hagerstown, Indiana ..... November
Using Problem Solving in Teaching—Richard A. Baker, Graduate Student, Alabama Polytechnic Institute ..... November
Pick-up Trucks for Vocational Agriculture—Emil Vallanger, Teacher, Wahpeton, North Dakota ..... December
Cooperation Provides Instructional Material—J. C. Atherton, Teacher Education, University of Arkansas ..... December
"Ag Editorial" a Valuable Tool—Allie Stukenholtz, Teacher, Ansley, Nebraska ..... December

Year 1957

A Filing System for Bulletins—Walter E. Atwood, Teacher, Fresno, California ..... January
The New Look in Soils Teaching Aids—Ralph E. Young, Teacher, Holgate, Ohio ..... January
Could You Use a Civic Club?—Samuel Key, Teacher, Carthage, Arkansas ..... January
Use Exhibits—Burton W. Gregg, Teacher, Brattleboro, Vermont ..... March
Students Organize Own Course of Study—Oliver W. Warner, Teacher, Zionsville, Indiana ..... March
The Fable of Winkum, Blinkum, and the Fairy Godmother—Ralph J. Woodin, Teacher Education, Ohio State University ..... March
Guides for Enrollment of Pupils—Alfred H. Krebs, Teacher Education, University of Illinois ..... April
A Brochure Aids in Recruiting—Roy E. Davidson, Teacher, Vergennes, Vermont ..... April
Have a Pre-enrollment Plan—Edward Perkins, Teacher, Morrisville, Vermont ..... April
The Challenge of the Slow Learner—Fred G. Lechner, Graduate Student, Michigan State University ..... April

PROFESSIONAL

Year 1956

Relationship in the School and Community—J. C. Cameon, Supervisor, Alabama ..... July
Public Relations and Vocational Agriculture—J. N. Weiss, Teacher Education, University of Illinois ..... July
Why an Advisory Committee—Wilbern Dorris, Graduate Student, George Peabody College for Teachers ..... July
Thank You, Mr. Farmer!—Mark Nichols, Supervisor, Utah ..... July
Ours Is a Twelve Months' Job—C. S. Miller, Teacher, Lucedale, Mississippi ..... July
Agricultural Programs in Junior Colleges—Loren D. Phillips, Coordinator of Agriculture, Chico State College ..... July
Why I Am Studying Vo-Ag—Leroy Toombs, High School Student, Tehachapi Valley, California ..... July
In the Beginning—Malcolm C. Garr, Teacher Education, Louisiana State University ..... August
The Teacher Needs Help—George P. Deyoe, Teacher Education, University of Illinois ..... August
Agricultural Groups Can Meet Today's Challenge for Recreation—S. R. Sage, Cadet Teacher, California State Polytechnic College ..... August
Advice to the High School Senior—C. C. Beam, Teacher, Herndon, Virginia ..... August
A Bountiful Harvest—Arthur Floyd, Teacher Education, Tuskegee Institute ..... August
Financial Aid for Student Teachers—Evans G. Thompson, Teacher Education, Virginia Polytechnic Institute ..... September
Happiness in Teaching Vo-Ag—S. L. Canerday, Teacher, Moulton, Alabama ..... September
Curriculum Development for Vo-Ag in Connecticut—W. Howard Martin, Teacher Education, Connecticut ..... September
Growing Up—James P. Bressler, Teacher, Williamsport, Pennsylvania ..... September
Growing Into Farming—F. L. Worthrop, Supervisor, Florida ..... October
Teachers Need Professional Unity—James E. Woodhull, Teacher Education, Colorado A & M College ..... November
Professional Responsibility—W. A. Smith, Teacher Education, Cornell University ..... November
Cooperation Results from Good School and Faculty Relationships—A. J. Badurina, Teacher, Sunbury, Ohio ..... November
Watch Your Public Relations—Edgar N. Hinkle, Teacher, Riley, Kansas ..... November
A Program for Public Relations—Carl W. Blank, Teacher, Fleetwood, Pennsylvania ..... November
Teaching Vo-Ag Can Be a Profession!—William C. Koons, Teacher, Blain, Pennsylvania ..... November
Professional Ethics in Teaching—Merrill T. Cartwright, Teacher, Kossuth, Mississippi ..... November
Parents Need Something to Look At—Douglas M. Gottron, Teacher, Homerville, Ohio ..... December
Objectives Are Personal Things—Henry S. Brunner, Teacher Education, Pennsylvania State University ..... December
Let's Define Our Terminology—Don Meaders, Supervisor, Michigan ..... December
Ohio School Foundation Program a Real Help—Warren G. Weiler, Supervisor, Ohio ..... December
Your Professional Attitude—John A. Scott, Teacher, Plymouth, Iowa ..... December
Professional Improvement Is Essential—Andrew P. Torrence, Teacher Education, Tuskegee Institute ..... December
"For Five Cents"—Clarence J. Hemming, Teacher, Alexandria, Minnesota ..... December
In-service Education—George P. Deyoe, Teacher Education, University of Illinois ..... December
Your Community Can Be Studied—William J. Ellena,

Year 1957

Research Director, Towson, Maryland ..... January
The Rewards Outweigh the Losses—Jim Horner, Teacher, Fairfield, Iowa ..... March
"Ye Did It unto Me"—Arthur Floyd, Teacher Education, Tuskegee Institute ..... March
The Public Must Understand—Jerold K. Quimby, Teacher, Rochester, New Hampshire ..... March
A Question of Intentions—Henry A. TenPas, Teacher Education, Oregon State College ..... April
Vo-Ag Can Prepare for College—Kenneth Clark, Teacher, Fort Fairfield, Maine ..... April
Win the Best with a Challenge—Carl Bevard, Teacher, Lisbon, Maryland ..... April

MISCELLANEOUS

Year 1956

Index to Volume 28 ..... August
Professional and Teaching Aids ..... August
Maryland Has a Farm Safety Project—Darl T. Dean, Teacher, Springfield, Ohio ..... September
News and Views of the Profession ..... September
News and Views of the Profession ..... October
Tips That Work ..... October
News and Views of the Profession ..... November
Tips That Work ..... November
When Britain's Corn Is Cut—C. S. Anderson, Teacher Education, Emeritus, Pennsylvania State University ..... December
Tips That Work ..... December

Year 1957

News and Views of the Profession ..... January
News and Views of the Profession ..... February
Tips That Work ..... February
Changes in the Magazine Staff ..... March
Themes for Volume 30 of the Magazine ..... March
Industry Provides a Field Day—Neal C. Nicholson, Teacher, Hartford, Wisconsin ..... April
1957 Program of Work of the Agricultural Section, A. V. A.—Lloyd J. Phipps, Teacher Education, University of Illinois ..... April
Assistantship and Fellowship Opportunities ..... April
Tips That Work ..... April
News and Views of the Profession ..... April
Studies in Progress in Agricultural Education ..... May
News and Views of the Profession ..... May
The Program of Vocational Education in Agriculture in Pictures ..... June

BOOK REVIEWS

Year 1956

Swine Production, Carroll and Krider ..... July
My Sixty Years with Rural Youth, Erickson ..... July
Soils, L. J. Phipps ..... July
Introduction to Agricultural Engineering, McColly and Martin ..... July
Conserving Soil, Butler ..... July
Managing the Farm Business, Beneke ..... July
Vocational Education and Practical Arts in the Community School, Byram and Weurich ..... July
The Range and Pasture Book, Donahue, Evans and Jones ..... August
Farm Soils, Aldrich and Worthen ..... August
The Public and Its Education, Hamlin ..... September
Domestic Rabbit Production, Templeton ..... September
Approved Practices in Feeds and Feeding, Cassard ..... September
Approved Practices in Pasture Management, McVickar ..... September
Building and Equipping the Farm Shop, Howell, Coggin and Giles ..... September
Safety Education, Florio and Stafford ..... November
The Conservation Yearbook for 1956, Kauffman ..... November
Soil Conservation, Arcker ..... November
Farm Electrification, Brown ..... November
Agricultural Developments in North Carolina, Cathey ..... November
Creative Farm Shows ..... November
Methods of Teaching Farm Mechanics, Morford ..... December
Swine Production, Carroll and Krider ..... December

Year 1957

Rural Water Supply and Sanitation, Wright ..... January
Agriculture in Our Lives, Deyoe ..... January
Profitable Farm Management, Hamilton and Bryant ..... January
Diseases of Fruit Crops, Anderson ..... January
Applied Animal Nutrition, Crampton ..... January
Agriculture Unadorned, Wolfe ..... February
Practical Poultry Management, Rice and Botsford ..... February
Swine Production, Bundy and Diggins ..... February
Approved Practices in Farm Management, Hall and Mortenson ..... May
Farm Poultry Production, Wilson and Card ..... May
A More Effective FFA, Wall ..... May
Diseases of Field Crops, Dickson ..... May
Handbook on Teaching Vocational Agriculture, Phipps and Cook ..... May
Growing Field Crops, Dungan and Ross ..... May
Shop Guide in Farm Mechanics, Hartzog ..... May

The Agricultural Education Magazine

INDEX OF AUTHORS

July, 1956 - June, 1957

Author	Page
Abel, Fred O., Teacher	90
Anderson, C. S., Teacher Education, Emeritus	138
Annis, William A., Teacher	76
Atherton, J. C., Teacher Education	21, 140, 172
Atwood, Walter E., Teacher	160
Badurina, A. J., Teacher	110
Bail, Joe P., Teacher Education	186
Bailey, Zeno E., Professor of Biology	17
Baker, Allen, Teacher	107
Baker, Richard A., Graduate Student	115
Bales, Kenneth, Teacher	183
Barton, Philip S., Teacher Education	130
Bass, R. E., Supervisor	244
Beach, T. O., Teacher	137
Belyea, Hazen N., Teacher	150
Beam, C. C., Teacher	40
Bender, Ralph E., Teacher Education	123
Bevard, Carl, Teacher	229
Bible, Bond L., Teacher	88
Billick, John C., Teacher	7
Blank, Carl W., Teacher	111
Body, Fred, Teacher	191
Bradley, Howard, College Adviser, Agricultural Education Club	118
Bressler, James P., Teacher	69
Bristol, Benton K., Teacher Education	149, 158
Brown, W. R., Teacher Education	114
Brum, Herbert D., Teacher	84
Brunner, Henry S., Teacher Education	126
Bryan, James E., Teacher	137
Boucker, L. W., Teacher	8
Bundy, C. E., Teacher Education	248
Byram, H. M., Teacher Education	51
Canada, R. W., Teacher Education	200
Canerday, S. L., Teacher	61
Cannon, J. C., Supervisor	3
Cardozier, V. Roy, Educational Specialist	33
Cartwright, Merril T., Teacher	114, 185
Christensen, Howard, Teacher Education	106, 128
Clark, Kenneth, Teacher	227
Clark, Raymond M., Teacher Education	6
Coggin, J. K., Teacher Education	197
Cornaby, Fred H., Teacher	81
Cornell, Perry, Teacher	181
Cushman, Harold R., Teacher Education	75
Cutler, Kenneth B., Supervisor	22
Dakan, Edward E., Teacher	259
Davidson, Ray E., Teacher	220
Dean, Darl T., Teacher	59
Delano, Charles H., Teacher	178
Delorit, R. J., Teacher Education	236
Dermody, Joseph P., Teacher	256
Deyoe, George P., Teacher Education	28, 135
Dorris, Wilbern, Graduate Student	5
Dougan, J. E., Supervisor	39
Dugger, Roy W., Teacher Education	104
Ellena, William J., Research Director	161
Elliott, Wallace H., Teacher Education	102
Equal, Roy W., Teacher	124
Erickson, Don, Teacher	205
Everett, Harry A., Supervisor	52
Evergetis, James D., Teacher	188
Ferdun, Clarence R., Director, Agricultral Education	14
Floyd, Arthur, Teacher Education	44, 207
Foss, E. W., Professor of Agricultural Engineering	64
Fox, Howard F., Teacher	156
Fridline, C. R., Teacher	77
Gaar, Malcolm C., Teacher Education	27, 42
Gaylord, Bruce, Supervisor	223
Gilberg, Swen A., Teacher	109
Gilman, Paul A., Professor of Farm Mechanics	154
Gottron, Douglas M., Teacher	125
Granger, Ralph, Professor of Poultry Husbandry	143
Gray, Jarrell D., Teacher Education	58, 91
Gray, Wm. Paul, Teacher Education	234
Gregg, Burton W., Teacher	203
Gurkin, Worth W., Graduate Student	197
Hansel, James W., Teacher	196
Hansen, Donald, Teacher	95
Hansen, Jim, Teacher	238
Harris, Robert O., Teacher	153
Harris, Wilmer L., Teacher	152
Hemming, Clarence J., Teacher	134
Hemp, Paul, Teacher Education	165
Hill, C. W., Teacher Education	147, 174
Hilton, E. P., Supervisor	171
Hinkle, Edgar N., Teacher	111
Holdridge, S. Archie, Teacher	184
Hopkins, H. Palmer, Teacher Education	54, 182
Horner, Jim, Teacher	196
Howard, Carl G., Teacher Education	100
Huxtable, James, Teacher	201
Jacobs, C. O., Professor of Agricultural Engineering	118
Jacks, L. P., Teacher	155, 189
James, Gerald B., Teacher Education	31
Johnson, Carlton E., Teacher Education	11
Keller, John B., Teacher	183
Key, Samuel, Teacher	164
Kiburz, Ken, Teacher	210
Koble, Daniel E., Jr., Teacher	187
Knox, Harry K., Teacher	206
Koons, William C., Teacher	112
Krebs, Alfred H., Teacher Education	219
Lanier, K. C., College Student	80
Lechner, Fred G., Graduate Student	232
Liggett, Kenneth, Teacher	132
McCurdy, Jacob O., Teacher	177
McGraw, E. L., Teacher Education	87
McMahon, Byron, Supervisor	171
Martin, V. G., Teacher Education	51
Martin, W. Howard, Teacher Education	67, 132
Mayo, Selz C., Professor of Rural Sociology	197
Meachem, Thomas N., Student Teacher	63
Meaders, Don, Supervisor	127, 180
Mercer, Joseph J., Teacher	101
Miller, C. S., Teacher	10
Miller, Floyd, Teacher	225
Moeckel, Rolf, Teacher	142
Moffitt, James E., FFA State President	142
Montgomery, R. W., Teacher Education	123
Mott, Edward, Teacher	105
Mowlds, W. Lyle, Supervisor	179
Nayes, James, Teacher	238
Neel, C. O., Teacher	12
Nichols, Mark, Supervisor	9
Nicholson, Neal C., Teacher	230
Ott, George E., Teacher	206
Paige, Ron, Ag-ed Trainee	258
Palzkill, Jerome P., Teacher	55
Peterson, Milo J., Teacher Education	195
Phillips, Loren D., Coordinator of Agriculture	18
Phipps, Lloyd J., Teacher Education	43, 85, 231, 235, 260
Purkey, D. R., Supervisor	255
Pyle, William H., High School Principal	246
Quimby, Jerald K., Teacher	212
Raine, T. W., Teacher	89
Raynolds, David P., Teacher	190
Reid, J. Martin, Teacher	163
Rice, David, Teacher	151
Ritchards, G. Edward, Teacher	226
Ritchie, Austin E., Teacher Education	247
Roberts, Roy W., Teacher Education	243
Rockett, T. G., Teacher	228
Rogers, Everett M., College Teaching	78
Rogers, Ira B., Jr., Rural Safety Specialist	147
Ruch, Jack, Teacher Education	45
Runk, Stanley, Teacher	92
Sage, S. R., Cadet Teacher	30
Scarborough, C. C., Teacher Education	56
Scott, John A., Teacher	131
Scott, Joseph K., Teacher	80
Sherman, Al, Teacher	93
Short, A. W., Conservation Supervisor	62
Sledge, George W., Teacher Education	15, 208
Smith, Al, Graduate Student	63
Smith, Charles C., Teacher	32
Smith, Harvey A., Teacher	203
Smith, Ledward E., Teacher	108
Smith, Noel V. W., Teacher	65
Smith, S. M., Teacher	250
Smith, W. A., Teacher Education	99
Snell, John A., Supervisor	195
Stewart, William W., Teacher	139
Strain, Glen H., Supervisor	16
Strickling, Bruce, Teacher	92
Stukenholtz, Allie, Teacher	141
Swadley, Raymond, Teacher	190
TenPas, Henry A., Teacher Education	219
Throckmorten, H. E., Teacher	95
Thompson, Evans G., Teacher Education	60, 147
Tom, F. K. T., Teacher Education	53, 221
Tolbert, R. H., Teacher Education	86
Toombs, Leroy, High School Student	21
Torrence, Andrew P., Teacher Education	131
Vallager, Emil, Teacher	136
Wall, Stanley, Teacher Education	82, 116
Walton, E. W., Teacher Education	202
Warner, Oliver W., Teacher	204
Watson, Cola, Supervisor	257
Weigers, George W., Jr., Teacher Education	243
Weiler, Warren G., Supervisor	129
Weiss, J. N., Teacher Education	3
Whitehead, Ralph, Teacher	159
Wiggins, Charles, Teacher	140
Wilson, Bonard C., Adult Education Coordinator	75
Wolf, Willard H., Teacher Education	176
Wood, C. B., Teacher	66
Woodhull, James E., Teacher Education	99
Woodin, Ralph J., Teacher Education	211
Worthington, John E., Teacher	41
Worthrop, F. L., Supervisor	85
Wright, Gail R., Teacher	213
Young, Ralph E., Teacher	162

ff 9-12, Index v. 29

On-Farm Teaching - - -

(Continued from page 5)

10. Aid the student in discovering problems. Help him analyze the home situation. The entire home farm is his laboratory. Do not limit your interest to his productive project.
11. Ask questions concerning production or marketing costs. Look over his records. Place the emphasis on use of records rather than on the mechanics of record keeping.
12. Commend and encourage the student. Be friendly and sympathetic.
13. Always leave the farm with a feeling that you have given the student or his parents some help.
14. Keep a memorandum or record of each visit. Note the date, the problems encountered, the suggestions made, and a brief statement of progress made by the student (see example).
15. Make a calendar of the critical times in the production of the various enterprises. Be certain that on-farm instruction is provided at these times.

Budgeting Time for On-Farm Instruction

There is a tendency for vocational agriculture instructors to become so engrossed in the mechanics and detail of classroom teaching that they overlook on-farm instruction almost completely. There are many routine jobs in teaching which can become burdensome. Our job as a teacher of vocational agriculture is a big one. We can not do everything. We have to put the most important things first and see that they are done. On-farm instruction is important. It is the core of the program. It must come first. We will have to leave undone jobs of lesser importance. By careful analysis we can delete some of the jobs. Some can be done by students or others.

We encourage our students to set up goals, plan budgets and methods of procedure. Let's practice our own medicine. Each instructor needs to analyze his situation in regard to the number of home visits made, and his effectiveness in on-farm instruction. We need to set up some goals. Perhaps we are not devoting enough class time to field trips and tours. We may need to make twice as many trips as we have been making. We can improve our methods. Our trips and tours can become more effective tools in on-farm instruction.

Let's examine our program of farm visitation. Have we allocated sufficient time? Have we made a sufficient number of visits? Have they been made at the critical times? Can we improve our effectiveness in making home visits? Do we keep a good record of the progress that the student is making or that we are making in farm visitation?

What changes would come about in your satisfaction in teaching and your effectiveness as a vocational agriculture instructor by your increasing the number of class field trips and tours and the number of home visits by 50 to 100%? Add to these increases in satisfaction and effectiveness those which will result from more careful planning and from the use of improved methods in on-farm instruction. Some teachers may not need to make more trips or visits. They can improve their effectiveness by making the present number or fewer trips more effective on-farm instruction situations. □

(EXAMPLE)

FARMING PROGRAM SUPERVISION RECORD

Name of Student _____ Age____ Year in High School____

Parent _____ Address _____ Telephone Number_____

Acres Owned ____ Acres Rented ____ Major Enterprises _____

Production Projects _____

Improvement Projects _____

_____

Supplementary Practices _____

_____

_____

Date of Visit	Improvements Made	Observations and Recommendations

June Issue - - -

ORDERS FOR REPRINTS

Have you placed your order for reprints of the June issue? All orders must be made before August 1. Send your order to your State Supervisor, using the form enclosed in your June issue.

On-Farm Instruction - - -

(Continued from page 3)

Can we change this situation? *Yes! Start with the idea that vocational agriculture changes things on the home farm of the boy (or adult) enrolled.* If this idea becomes a part of the thinking of teacher, student and parents, then on-farm instruction will regain its rightful place in vocational agriculture. Incidentally, this idea should be developed by the boy *before* he enrolls in vocational agriculculture. The longer he waits the more difficult it becomes, as illustrated by the situation related at the beginning of this article. That boy did not realize that he had wasted, relatively, his four years in vocational agriculture.

One other change by the teacher would help improve this situation even if the number of home visits are limited. The idea of following up instruction is good, and is being ne-

(Continued on page 21)

If you want to save time by spendng time, read - - -

Planning the summer program

PAUL HARRINGTON, Vo-Ag Instructor, Knox, Indiana.

Paul Harrington

THE work load of the summer program of a vocational agriculture teacher varies a great deal with the size of the department, the number of activities planned, the interests of the students, and without a doubt, the abilities of the teacher. Possibly it is not as important in schools with a small vocational agriculture enrollment, but I believe for any program to be effective, and to secure the greatest value from the teacher's time during the summer months, that a definite planned program of work is a must.

There are certain supplementary benefits to be derived from such a planned program such as better public relations with the superintendent, the school board, the agriculture advisory board, fellow teachers, and with the public in general.

How to Plan

As Vocational Agriculture Teachers, we can take a lesson from the FFA Organization and establish our own program of work for the summer months.

The organization of this program should follow a definite pattern. First, the teacher must make a calendar of all dates for the following summer activities: FFA activities such as contests, trips, meeting, project tours, etc.; days or parts of days which take the teacher's time such as conventions, vacations, educational tours, field days, district meetings, fairs, holidays, etc. Certain additional activities should be added to the calendar. In our school we have our farm shop open one day per week for the use of farm boys whether they are in the program or not. What better time is available for the scheduling of field trips for those students who are interested in forestry, entomology, livestock judging, dairy judging, poultry judging, and land judging, if only for half a day?

With the fixed activities entered on the calendar, the teacher can then schedule the remaining days for on-the-farm visitations.

The visitation schedule has some distinct advantages for the instructor in that it helps in having a high percentage of the students home at the time of the teacher visitation and reduces the amount of travel required.

I feel that it is inadvisable for a teacher to schedule more than five or six visitations in one day. This number might be too high and create too great a work load for the teacher.

Before the visitation schedule can be worked out satisfactorily, the teacher must secure the following information:

1. Planned vacations of the students.
2. The time of day that they would most likely be at home.
3. The exact location of the student's home.

   First groupings can be made by township, and then smaller groupings can be based on their proximity to each other.

It is highly improbable that fewer than three visitations during the summer to each student would be of much value either to the student or to the total vocational agriculture program. The maximum number of visitations will vary with the student, his program, the number of students, and the amount of visitation time available to the instructor.

Keep Your Plan Flexible

Periodically, on your visitation schedule, you must save some time for make-up or your schedule will not be effective. Regardless of how well you plan there will always be changes and additions to your schedule and calendar. Days of make-up time can be used to change the schedule and to visit those students who were not at home on your last visit. The more students you have, the more days that you must allow for make-up time. Make-up days can best be used at the end of each round of visitations.

When you have completed a rough copy of your summer program, it would be wise to check the dates of visitations with each student before mimeographing the list.

Let Everybody Know

A copy of your completed program should be given to each student, to your principal, your superintendent, each school board member, and each advisory board member. You should also have enough additional copies made to use for public relations work in dealing with fellow teachers and other professional people in your community. Too many times the summer program of the vocational agriculture teacher is regarded as a paid vacation by others, and perhaps in some instances this is true. An agriculture teacher armed with a schedule of his summer program can soon show "Doubting Thomases" that the demands on his time are greater in the summer than during the regular school year. □

Do you have a summer program?

LEMAR KETELSLEGER, Vo-Ag Instructor, Montgomery, Minnesota.

The most important part of the Vo-Ag instructor's summer work is the development and execution of a well rounded on-the-farm instructional program. The farm is the laboratory for instruction in vocational agriculture, and on-the-farm instruction is the most important part of our challenging agriculture program. Summer provides an opportunity for the Vo-Ag teacher to do many of the tasks that time did not permit during the regular school year. It is my belief that one hour of on-the-farm instruction is equal to 15 or 20 hours of class time spent with the same boy.

What Is Happening to Our Summer Program?

In recent years, some school administrators and boards of education have either underestimated the value of our summer program or we have failed to develop and conduct the proper type of program. Approxi-

(Continued on page 15)

Do You Have - - -

(Continued from page 14)

mately 40% of the vocational agriculture instructors in Minnesota are now being paid less for their summer efforts, on a monthly basis, than they are for their work during the regular school year.

Why does this situation exist? I believe there are many reasons. Among them are:

1. We as Vo-Ag instructors have not properly informed the administration, and the community, of the nature and importance of our summer activities. 2. Some agriculture instructors are not doing the job a Vo-Ag instructor should be doing to merit full pay. 3. Administrators are comparing our work with other summer employed teachers such as recreation directors. 4. Vo-Ag instructors' salaries are nearly as high as their administrators' salaries. 5. Some Vo-Ag instructors are carrying on activities on school time that are not properly a part of their summer agriculture programs, and they are receiving outside reimbursement for these activities. Word of a situation detrimental to vocational agriculture will spread like wildfire and will be used by too many to evaluate the importance of our entire agriculture program.

What We Must Do

If we are to have vocational agriculture universally recognized as a twelve month program, we must all keep the local program operating so it can not be unjustly critized. We should help other instructors, especially new teachers, organize their programs on a twelve month basis for the benefit of the entire vocational agriculture program.

Of primary importance in developing a successful summer program are: 1. Believing in the program and putting forth every effort to make it a success. 2. Developing desirable community relationships and understandings regarding the Vo-Ag program. 3. Winning the confidence, respect and support of farmers in the community. 4. Supervising students' farming programs. 5. Turning in a summer activity calendar and monthly summary to the superintendent. 6. Carrying out chapter FFA activities. 7. Planning for summer work and working the plan.

Some of the activities you may want to include in your summer program are:

1. Visit supervised farming programs of all students—all day, young farmers and adults.
2. Develop a workable annual and long time program.
3. Develop a course of study for the next year's program or revise the old one.
4. Visit prospective students.
5. Conduct field tours and field days.
6. Take pictures of supervised farming and FFA activities.
7. Make a collection of visual aids for instructional purposes.
8. Make out requests for equipment, books, bulletins and supplies.
9. File new bulletins and remove out-dated materials from the files.
10. Supervise a farm management group.
11. Make monthly or weekly reports on accomplishments to the superintendent.
12. Complete and send in state reports.
13. Plan for farm mechanics instruction and keep a record of possible jobs.
14. Show students how to prepare exhibits for local and state fairs.
15. Hold at least three FFA chapter meetings.
16. Write a news article on the accomplishments of the department.
17. Prepare FFA demonstration teams and exhibits for the state fair.
18. Follow up instruction on adult and young farmer classes.
19. Contact and become acquainted with young and adult farmers and encourage them to take part in the Vo-Ag program.
20. Take part in judging contests at local and state fairs.
21. Publish a newsletter to be sent to FFA chapter members.
22. Arrange classroom and shop equipment before school starts.

These activities will apply to most of the departments in Minnesota. Other activities may be of major importance in your local situation. If these activities are carried out and your administration and community are informed of the work being done by the vocational agriculture department, it is my feeling that we will eliminate to a large extent the reduction in pay for summer work that is occurring.

A Workable Idea

Last summer, the summer program committee of the M.V.A.I.A. started work on trying to improve the summer salary situation. We received wide acceptance of the forms we used to report our work to school administrators. Twenty-five schools participated in the original use of the weekly and summer reporting form. One superintendent wrote in regard to the plan, "The plan which the Vo-Ag teachers have set up for their summer program is a definite benefit as far as the school and the community are concerned. The superintendent now has the opportunity to explain to the Board of Education the weekly program which the Vo-Ag teacher has been active in conducting."

We on the summer program committee would like to encourage all Vo-Ag instructors to make use of the forms used by the twenty-five trial schools. They will help you analyze your program and demonstrate the importance of a good sound vocational agriculture summer program.

The following forms were used by the twenty-five participating schools. Weekly form: □

Weekly Vo-Ag Plan and Accomplishments

(Example)

PLANNED	ACCOMPLISHED
June 1 Farm visits—Joe Smith, John Brown. Complete Adult Farmer Report. Write news article on "Weed Spraying Demonstration."	*June 1* Farm visits—Joe Smith (2 hrs.), John Brown (1½ hrs.), Paul Doe (1 hr.). Tested soil sample for Pete Jones. Completed adult farmer report. Wrote news article.
June 2	*June 2*

Deadline Dates

July 15—All recommendations for vocational agriculture teachers to receive the Honorary American Farmer degree due in the National Office.

Have you considered opportunities for - - -

Research in on-farm instruction

GLENN Z. STEVENS, Teacher Education, Pennsylvania State University.

Glenn Z. Stevens

IS vocational agriculture on the verge of a break through the ceiling from a plateau in the all - important area of on - farm instruction? True it is that by apparently impartial subjective appraisals the present level is one of high effectiveness. Yet, a thorough examination of recent literature leads to an awareness that there are vital questions which have not been subjected to basic research analysis.

It is proposed that a preliminary approach be made by careful reading of the references cited at the end of this article. They are tremendously thought-provoking. Each potential investigator surely will add to the list. As a teacher he will be influenced by his own background of first-hand experiences.

Preparation for Designing a Study

The first consideration in preparing to design a research study is a recognition of need. The next essential is the development of an adequate conceptual framework. For on-farm instruction in vocational agriculture, this may consist of a definition of an individual farming program and a statement of the objectives to be achieved in on-farm instruction.

The following definition by Deyoe (2, p. 12) has breadth and depth of meaning applicable to adult and young farmers as well as to high school students: "Farming programs include all activities of farming and farm living, together with related activities off the farm, conducted by persons enrolled for instruction in vocational agriculture, which have educative value and for which a department of vocational agriculture provides organized instruction and supervision."

Purposes and functions of on-farm instruction synthesized from several of the references (1, 2, 7, 9, 10) include:

1. To provide guidance in student farming program planning and to help the teacher become aware of opportunities for individual instruction.

2. To establish good relationships with the total farm family and to encourage and motivate the student.

3. To teach the student essential skills and abilities and to aid him in meeting the needs of critical periods which occur seasonally.

4. To help the student to solve new problems which arise and to modify plans previously made.

5. To help students to evaluate progress toward goals set and to keep and use appropriate records.

6. To help the teacher locate and organize teaching-learning situations for improved class instruction and to provide information useful in evaluating the effectiveness of his teaching.

To achieve these objectives a number of visits to the farm of the student must be carried out. The national survey of 400 local departments (8, p. 8) found that "very superior" first year student farming programs were visited 8 times on the average and, of this number, 60 per cent of the visits were classified as "functional." Both the number of visits per student per year and the per cent of functional visits decreased in fairly regular steps through the five farming program ratings to where the "very inferior" programs received 1.6 visits of which 15 per cent were functional. Is any visit worth its time and cost if it is not functional in terms of at least one of the above objectives?

Raine (6) showed that, at the end of a year of instruction of a ninth grade class divided into two groups of 16 boys each, the group which had been visited 6 times had made greater progress in terms of several measures of their farming programs than had the boys visited 3 times only. The study was to some extent experimental in nature. The variables selected and the procedures used in their control, as well as the criterion measures applied to the outcomes, will be of interest to anyone designing a research study of on-farm instruction.

It is logical, having decided that on-farm instruction is fundamental in vocational agriculture, to ask research for both optimum and minimum standards for the number and distribution of hours per student per year under several types of definable conditions. Administrators need the answers in order to schedule adequate teacher time specifically for on-farm instruction. Teachers, students, advisory council members, and other citizens need to understand the relatively high learning efficiency potential in well-executed on-farm teaching procedures.

Krebs (5) in a comprehensive, up-to-date discussion of problem-solving in successful teaching says, "Individual instruction on the home farm should be the teacher's most effective approach." He points out that for high school boys the farming program plans and lists of approved practices drawn from class study establish a foundation for on-farm instruction. There is no reason why problem-solving is not, likewise, a sound procedure with adult and young farmers if the teacher recognizes the differences in maturity and ability of the persons taught. Krebs, in calling attention to the greater self-direction of adults, asserts that, "This does not mean that help and guidance of the teacher on the home farm are not required. On the contrary, the on-farm instruction, where planning is specific to existing conditions, is probably the most important phase of the adult education instructional program."

Deyoe (3) reported a developmental field research involving nine teachers whose adult farmer classes served as pilot programs over a two year period in which they tested a list of instructional practices. Scarborough and Coggin (7) constructed an evaluation instrument for teachers to use in evaluating on-farm instruction. It is a ways and means approach to a check list of desirable practices. Other inventories of the same kind are included in the two U. S. Office of Education bulletins on farming programs (9, 10). Gurkin, Mayo, and Coggin (4) reported an example of the use of a comparative-casual survey aimed at one specific factor. They wanted to know the extent to which high school boys actually make the important decisions in their farming programs. Two distinctive features of the study were the team approach,

(Continued on page 18)

Summer programs should be planned

A guide to Vo-Ag instructors in developing their summer program of instruction

WALTER T. BJORAKER, Teacher Education, University of Wisconsin.

Walter J. Bjoraker

AT one time or another nearly every instructor in vocational agriculture has been asked this question by some person in his community, "What do you do in the summertime?" If the question is asked by people not closely associated with the program, their lack of information is understandable.

The question, however, has serious implications for vocational agriculture when an instructor does not have a good answer for it. An effective program which receives the constant and thoughtful attention of an instructor is the only satisfactory answer.

The following outline was developed by Dale Aebischer, Wisconsin State Board for Vocational and Adult Education, and the writer as a guide for Wisconsin instructors. The objective was to help the instructor in organizing a summer program and to help him effectively distribute his time and effort on the various activities in proportion to their significance.

What Are the Primary Responsibilities Of the Agricultural Instructor During the Summer Months?

1. Continue the instructional program of the year on an individual student basis through systematic farming program contacts with: (Farm contacts are made primarily for teaching purposes and not for inspection and supervision.)
   a. High School Students (Individual instruction should emphasize not only the current farming program, *but plans for the future development of that program.*)
   b. Young Farmers
   c. Adult Farmers
2. Through group activities, utilize instructional techniques such as:
   a. Demonstrations
   b. Field Trips
   c. Organizational meetings:
      (1) Junior D.H.I.A.
      (2) FFA
      (3) Swine Improvement Association
      (4) Other co-operating groups
   d. Farming Program Tours
   e. Young Farmer and Adult Farmer Classes
3. Contact prospective high school students and their parents to:
   a. Create a more complete understanding of high school opportunities.
   b. Create a more complete understanding of opportunities in Vo-Ag.
   c. Create confidence of the prospective student and his parents in you as a teacher.
   d. Develop an understanding of the family and farm background of the student.
4. Maintain an effective program of public relations and publicity through:
   a. Cooperation in the educational activities of:
      (1) Farm Organizations
      (2) Breed Organizations
      (3) Service Clubs
      (4) Local, County, and State Fairs
      (5) Agricultural Extension, Soil Conservation Service, Farm Credit Agencies, etc.
   b. Newspaper stories on activities of news value.
   c. Exhibits
   d. Radio programs
   e. Speaking to local groups
   f. T. V. programs
5. Develop the interest of prospective young farmer and adult farmer class participants by:
   a. Farm calls to casual farmer acquaintances
   b. Getting acquainted with guests at departmental activities
   c. Follow-up of the farmer who asks for specific service
   d. Demonstrations such as fertilizer plots, poultry culling, etc.
   e. Follow-up of former high school students and former trainees of farm veteran program.
6. Maintain adequate records of activities and file essential reports with local board concerning:
   a. Farm calls:
      (1) Who was contacted
      (2) Purpose
      (3) Need for follow-up
      (4) Mileage
   b. Group meetings:
      (1) Purpose
      (2) Who attended and where held
      (3) Follow-up activities planned
   c. Individual student records
   d. Public relations (Nature of activity-date-time spent-emphasis-follow-up needed)
7. Revise yearly and long time programs of work by:
   a. Conferring with:
      (1) Administrator and local board
      (2) Key farmers in community
      (3) Leaders of organized groups:
         (a) FFA
         (b) Junior D.H.I.A.
         (c) Young and Adult Farmers
      (4) Local representatives of Agricultural Extension, Soil Conservation Service, Farm Credit Agencies, etc.
   b. Determining strengths and weaknesses of present programs.
   c. Determining needs created by changing conditions.
   d. Formulating new programs and secure approval of local administrator.
   e. Developing detailed plans.

What Are the Secondary Summer Responsibilities of an Instructor of Agriculture?

1. Organize instructional facilities and resources for the coming school year. (Listed secondary in the interest of the most effective use of time during the summer; this work can be done equally well at other times.)
2. Assist in the administration of local and county fairs. (Participation is often mandatory and to a reasonable extent is desirable. It

(Continued on page 18)

Summer Programs - - -

(Continued from page 17)

should not, however, overshadow the primary activities.)

3. Provide educational service to those not ordinarily a part of the instructional program.
4. Supervise recreational activities of FFA and other organized groups. (Trips, picnics, games, etc.)

What Additional Responsibilities Do Instructors Assume?

(These activities in themselves may be very worthy. They are not, however, directly related to the training objectives of vocational agriculture and should be carefully evaluated in terms of the objectives of the total program.)

1. Administrative duties or service in:
   a. Breed sales
   b. Emergency disease, pest, drought, etc., programs
   c. Farm organizations
   d. Service club activities
   e. Farmers' institutes
   f. Sportsmen's organizations
2. Service to individual farmers:
   a. Locating breeding stock
   b. Soil, lime and moisture testing, etc.
   c. Caponizing, etc.
   d. Selling surplus stock
   e. Designing milk houses, etc.
   f. Pest eradication
   g. Any kind of "trouble shooting"
3. Construction and maintenance work about school.

What Are the Obligations of An Instructor for Professional Improvement?

Every instructor of vocational agriculture should constantly strive for professional improvement in order to keep abreast with his field. This obligation is not seasonal, although certain professional improvement activities are concentrated in the summer period.

The following quotation from the editorial page of the June, 1953 issue of *The Agricultural Education Magazine* focuses attention on this need:

"Students should have the privilege of drinking from a running stream rather than a stagnant pool."

Every teacher should develop his own program of professional improvement and, in so doing, should draw on the following possibilities in the

(Continued on page 20)

Research in - - -

(Continued from page 16)

in this case involving a sociologist, and the action research experience provided for the student teacher.

Experimental Investigation a Good Approach

Perhaps the best prospect for significant basic research is the design and execution of experimental investigations. Independent variables for the major hypotheses may be the total number of visits per year which have functional learning value for the student, the number of visits at crucial periods in the seasonal development of the farming program, the number of visits scheduled in advance for specific purposes by the student and those which are on the initiative of the teacher, the use of a calendar of visits based on the written farming program plans and agreed to at the start of the year by student and teacher, regular consultation with the student's wife or parents during on-farm instruction, and intensive emphasis on the use of current technical agriculture measurement devices, instruments and records which lead to independent competence of the student to make judgments and decisions.

Certain classification variables which may be built into the research design for the control of possible sources of variation include the opportunity level of the student for learning through farming program experiences, occupational intention (interest) of the student, age and school grade completed, and school and community differences which may be revealed in criterion measures.

Selection of the best criterion measure(s) is just as important in an experiment as the choice of the variables to be studied. Effective, efficient learning is the objective of organized instruction. Success in farming program enterprises is measured by labor income, net worth, scope of the program, new problems solved and practices adopted, improvement activities completed, and progress toward establishment through changes in responsibility status. Scales for appraisal of leadership status and participation, and for personal and social advance in family, school and community relationships may be constructed or adapted to the hypotheses. Examinations, when directed toward tests of insights and understandings in the areas of agricultural science,—biological, mechanical, economic, and social—, may be more valid and justifiable than school grades, information tests, or opinion surveys.

Whether the study is of a factorial, randomized block, or any other appropriate design, there are statistical procedures including analysis of variance and covariance, regression and correlation, factor analysis, the chi square test of independence, discriminant analysis and other techniques which will yield answers for hypotheses tested at pre-chosen levels. The investigator must not lose sight of the knowledge that learning is personal, that it is developmental, and that each complete learning experience takes the student through the successive stages of purposing, planning, execution, and evaluation. Research study under the conditions which have been outlined offers high probability of producing significant progress in on-farm instruction in vocational agriculture. □

References

1. *Agricultural Education Magazine*, Vol. 28, No. 1, July 1955. Entire issue featured "Improving On-Farm Instruction."
2. Deyoe, G. P., *Farming Programs in Vocational Agriculture*, The Interstate, 1953, Ch. XI.
3. Deyoe, G. P., "Practices for Developing Farming Activities with Farmers Enrolled in Adult Farmer Courses," *Agricultural Education Magazine*, Vol. 27, No. 9, March 1955, pp. 207-208.
4. Gurkin, W. W., Mayo, S. C., and Coggin, J. K., "Who Makes the Decisions?," *Agricultural Education Magazine*, Vol. 29, No. 9, March 1957, pp. 197-199.
5. Krebs, A. H., *For More Effective Teaching*, The Interstate, 1954, pp. 28-29, 78-80, 92-94.
6. Raine, J. V., "Do Home Farm Visits Bring Results?," *Agricultural Education Magazine*, Vol. 25, No. 4, October 1952, pp. 82-83.
7. Scarborough, C. C. and Coggin, J. K., "More Effective Teaching Through On-Farm Instruction," *Agricultural Education Magazine*, Vol. 27, No. 9, March 1955, pp. 196-197.
8. U. S. Office of Education, Voc. Div. Bul. 240, *An Evaluation of Local Programs of Vocational Education in Agriculture*, 1949, pp. 5-8.
9. U. S. Office of Education, Voc. Div. Bul. 254, *Guiding High School Students of Vocational Agriculture in Developing Farming Programs*, 1954, pp. 68-76.
10. U. S. Office of Education, Voc. Div. Bul. 262, *Planning and Conducting A Program of Instruction in Vocational Agriculture for Young Farmers*, 1956, pp. 45-52. □

Some suggestions for effective

On-farm instruction

CLARENCE B. DAVENPORT, Vo-Ag Instructor,
Mount Holly, New Jersey.

C. B. Davenport

ALL of us will probably agree, at least in part, with the farmer who in the early days of Vo-Ag said to me, "Son, you can't learn a boy how to become a farmer in high school." But, despite the crudeness of our efforts, I knew that what we were trying to do made a lot more sense than what I had been subjected to in previous "book agriculture courses." Our work was planned to include practical experience on the home farm with the instructor combining and coordinating supervision of the on-farm work with the study and planning of the classroom.

Some Suggestions

In the first place, on-farm instruction should be a planned, scheduled activity and not just a hit and miss proposition. It should have a real purpose and not become just a casual visit. The field is too big and the available time too limited to waste.

I believe that the frequency of visits and the time spent on each should be adequate for the purpose intended. The need will have to help decide these. If you have any spare time for purely social visits, well and good. They probably have a definite value. But if you are to do an adequate job, visits must be purposeful.

We keep definite records of our visits during the school year. In our state these visits must be reported on weekly state reports. A copy of this weekly report also goes to our local superintendent.

Device for Keeping Records of Visits

When it comes to summer reports, we have a very handy device. Its chief merit lies in its simplicity. This was described earlier in another publication, but here it is in brief. We use a simple manila folder which can be clipped to the sunvisor of the car ready for use at all times. On the front of the folder, I rule enough spaces for all of the weeks from the time school closes until it begins again, and put in each space the beginning date of each week. In each space I put what I plan to do that week. We all know that there are certain "musts" in a summer such as vacation, summer conferences, FFA camp, fairs, etc. These go in first. I begin this plan early in the spring and put in dates as they are known. Then the activities, such as project visitation, conferences with parents of incoming youngsters, course revision and all others are fitted into the remaining time. Naturally a schedule like this cannot be adhered to rigidly, but at least it provides a check we all need for best use of the summertime.

On the back of the folder, I put the names and addresses of incoming new pupils. After each name I have several spaces ruled where I can record visitation dates and any necessary, pertinent comments about the farm, supervised practice possibilities, etc. I believe that these little preschool conferences with the boy and his parents are a must. It gives the parents a chance to know you and you to know them. You can explain to all concerned just what will be expected of the boy and parents during the school years. All of this information is printed on a sheet which I discuss with them, leaving a copy for further study by them. We endeavor to get the parents to sign the form simply to show that they understand what the school expects. We keep these on file just in case any misunderstanding arises at a later date.

The whole interior of the manila folder is ruled, crosswise, with enough spaces to accomodate the names of the Vo-Ag classes. By making quarter-inch lines we can get about 70 names from top to bottom. The card is then ruled the long way in a sufficient number of spaces of proper size to keep the following information about each boy: (1) name; (2) name of local or state contests in which he is participating during the summer, such as corn growing, etc.; (3) supervised practice program projects; (4) any improvement projects which the boy is conducting; (5) about 8 or 10 quarter inch spaces in which to record on-farm visitation dates; (6) total yields of projects; (7) gross expenses; (8) gross income; and (9) labor income. Columns 6-7-8-9 probably won't be used until the supervised practice is completed in the late summer or fall, but might be needed earlier in cases where the project normally would have been completed.

Visitation Records Valuable

You might wonder why I like all of the information in columns 6-7-8-9 on the same sheet when it is obviously going to be kept in his record book and report sheet. Well, I like it because it gives me a brief, concise picture of each boy's activities, and when filed at the end of the year, it is very handy for quick reference without having to go through a large number of project reports.

If a boy's project is not too good, you can see at a glance how much supervision you gave him on the farm. There just might be some correlation. When these folders are filed in consecutive order, you can look back over the records of each year very easily.

If this simple folder is kept clipped to the sunvisor and *used*, it is a very helpful record of on-farm visitation dates which might be needed later for weekly or other state reports. It might also act as a check in case you missed someone in your on-farm supervision activities, since we like to cover all the boys in one area on the same day to save mileage.

Any merit which this device might have is due to its simplicity and availability at all times, but it must be used daily and kept up to date.

If you would be interested in having a copy of this record keeping card and the explanation sheet which parents sign, I would be glad to send them to you. Just send your request to me at Mt. Holly, N. J., and please enclose a stamped addressed envelope.

Other Problems

Naturally there are many other phases of this problem which need consideration such as when to go. I prefer evenings when I can catch dad, too. But of course, there are not enough evenings to go around and

(Continued on page 21)

Conducting - - -

(Continued from page 8)

entries to expect for shows and sales. Cards are clipped together as information accumulates.

3. To schedule a supervisory visit while school is in session, I simply arrange to go with the student from school. I try to let him know a day or two in advance so that he may be ready for the visit. If school is not in session, I write him a card a few days beforehand.

4. I prepare myself for the on-farm instruction by studying the boy's farming program on the card in the file and his records at school to see what improved practices are timely in his farming program. I try to anticipate any problems that may come up while I am on his farm. If a number of boys are planning to carry out a particular practice at the same time, the instruction is handled at a small on-farm group meeting.

B. Giving individual on-farm instruction

1. If I leave from school, I usually ask the student to bring his record book with him; if I go directly to the farm, I ask if I may see his record book. I look over the record book first. This makes him feel that record keeping is important and gives me a chance to help him make the entries that he may not understand how to make. It also refreshes my memory on his farming program.

2. Next, I look at the projects in his farming program and check the results to see what progress he is making. If his progress or results are not good, I try to lead him to see what is preventing success and how he may carry out certain improved practices that are important to success.

3. When he sees the need for carrying out an improved practice, I explain it if necessary, encourage him to ask questions, and show him how to do the job. When he thinks he understands, I let him try his hand and help him when he has difficulty. I encourage him to practice until he becomes proficient.

4. I try to take pictures and make colored slides of the student and his projects. I use these pictures in classroom teaching to encourage students to do a good job. The pictures are an incentive to all of us.

5. I encourage and compliment the student in the presence of his parents when he is doing a good job. I also use his project as an example in class work. This makes him look good in the eyes of his classmates.

6. I also find it well to plan the next visit with the student before I leave the farm.

7. Small, on-farm group meetings are similar to individual on-farm instruction. The instruction is given to four to six students on a student's home farm. It deals with securing practice in some phase of farming in which they feel they need help. Each student is given an opportunity to practice under supervision. The main purpose of this type of instruction is to save time. I have found it very effective.

IV. *How can a teacher help the students discover problems on the home farm?*

Many times when I view a farm with a student, I observe things that I can not possibly know about in the classroom. Why, for example, is the neighbor's alfalfa across the fence so much better than his own? He knows dairy cattle need good hay, but does he know good hay when he sees it? How could he possibly be using a scrub bull instead of artificial insemination? I may not discover, or get him to discover, these problems without going to his farm.

Summer Programs - - -

(Continued from page 18)

proportions best suited to his circumstances:

a. Summer school
b. District conferences
c. Workshops
d. Summer conference
e. Special problem courses
f. Correspondence and extension courses
g. Professional reading
h. Professional group meetings
i. Conferences with subject matter specialists
j. Writing for professional magazines
k. Travel

This guide for the summer program in vocational agriculture is meant to be of value primarily in helping an instructor to develop a summer program adapted to local conditions. It is suggested that this guide be used by the instructor in formulating a written summer program. This should then be cleared with the school administrator and, after it is approved, a copy should be filed in the school office for future use by the administrator and the school board. □

Deadline Dates

July 31 – Applications and certifications due in National Office for all State winners who wish to compete for regional or national FFA Foundation awards in Farm Mechanics, Farm Electrification, Farm Safety, Dairy Farming, or Soil and Water Management.

I sincerely believe that teachers of agriculture can improve their teaching by improving on-farm instruction. If we are to do a job well, we must believe in on-farm instruction, make plans, and then put the plans into operation. □

Here the teacher is using a small on-farm group meeting as a means of providing instruction in judging and selecting steers.

A small on-farm group meeting is an effective means of studying grasses and legumes growing together in a pasture mixture.

Changes in Magazine Staff

Gerald B. James

SEVERAL new special editors have been added to the *Magazine* staff, effective with this issue.

The new Book Review editor is Gerald B. James, Associate Professor of Agricultural Education, Department of Agricultural Education, North Carolina State College of the University of North Carolina, Raleigh, North Carolina.

James was reared on a farm in North Carolina and is a graduate of North State College. He served with the Armed Forces in the European Theater as an Infantry Officer during World War II, completing a total of three years and three months in the service. He returned to North Carolina State College to pursue graduate work in 1946, and was awarded the M.S. degree in Agricultural Education in 1948.

From 1947-1950, James taught vocational agriculture in Wake County, North Carolina. He served as Educational Director and Editor, *Wake Farmers News,* for Wake Farmers Cooperative, Inc., Raleigh, North Carolina, in 1950. In September of 1950, James began graduate study at the University of Illinois and was awarded the Ed. D. degree in 1953. He joined the faculty of North Carolina State College in September, 1952. He has been a contributor to *The Agricultural Education Magazine* since 1949.

On Farm - - -

(Continued from page 19)

your own kids might like to see you once in a while. You will have to decide just when you can do the best job. Once I visited a teacher in Ohio who went to supervise his boys early in the morning, about 6 A. M., because he could catch them home then before they began the days work. He probably had breakfast with them, too. However, I'm afraid that is not for me.

Another problem is what to do when you get there. Well, that's largely up to you and what is necessary. I like to check the progress of the program, see that the records are up to date, etc. If you go with a desire to help and don't stand there talking

(Continued on page 22)

Changes in Magazine Staff

Howard Christensen

HOWARD Christensen, head of Department of Agricultural Education at the University of Nevada, has been appointed special editor for the Pacific Region of the *Agricultural Education Magazine.*

He was reared on a farm in Utah and graduated with his B.S. degree from Utah State Agricultural College in 1940. He obtained his M.S. degree from Colorado A. & M. in 1953. His teaching experience includes one year in Idaho and 14 years in Nevada. He was appointed head of Agricultural Education Department at the University of Nevada in July 1955.

At the University, he spends about half of his time doing inservice work with vocational agricultural instructors throughout the state. He acts as FFA Executive Secretary, prepares subject matter and teaches undergraduate work at the University.

Throughout his years as a teacher and as Teacher Trainer at the University, he has submitted numerous contributions to the magazine. He is a member of NVATA 30 minute club. □

Cover Picture

Gene Neef, as a third-year student in vocational agriculture at Mahomet, Illinois, is shown with his teacher, Kenneth Knell (right) inspecting alfalfa seedlings in a crop of oats.

This is the third year of a "rotation project" of corn, soybeans, small grain, and legumes started on this field on his home farm by Gene during his first year of vocational agriculture. The same year, he tested the soil on this field and applied fertilizer and lime in accordance with the needs indicated by the tests. Recently, he was graduated from high school and is farming full-time with his father.

About 75 per cent of the students of vocational agriculture in this department conduct "rotation projects" as parts of their farming programs. By this means, they obtain practical experiences in applying good soil practices on the same field over a period of several years.

—Photo by George P. Deyoe, University of Illinois.

Changes in Magazine Staff

Thomas W. Gandy

THOMAS W. Gandy has been a member of the Agricultural Education Staff, Alabama Polytechnic Institute, since June, 1950. He holds the rank of Associate Professor. He is a native of Alabama, having been reared on a farm, though he received his undergraduate schooling at Berry College, Mt. Berry, Georgia. He served four years in the U. S. Navy during World War II, after which he taught Vocational Agriculture in Alabama for four years.

Gandy received his M.S. degree from the Alabama Polytechnic Institute and the Ed.D. degree from the University of Illinois. He has been president of the National Berry College and Schools Alumni Association for two years, and has been a member of the Board of Trustees of Berry College. His main professional interests have been in the fields of student teaching, psychology and audio-visual materials.

On-Farm Instruction - - -

(Continued from page 13)

glected. However, still better, *base your teaching in the class on home farm situations.* This approach makes the application easy and more certain of meeting the home farm situation.

Summary

We have been saying for 40 years that on-farm instruction is essential to an effective Vo-Ag program. Apparently, it may be more difficult to do in these crowded days than ever before. It seems that many teachers are not getting on the home farm frequently nor staying long enough to do effective on-farm instruction. We are suggesting that this situation can be improved by giving emphasis to the fact that vocational agriculture *changes* the home farm situation of the person enrolled. Furthermore, the subject matter in Vo-Ag classes should be developed on the basis of home-farm needs.

The other day in our YMCA I saw this: "If you are too busy to pray, you are too busy." Let's say to each of us in vocational agriculture, "If you are too busy for on-farm instruction, you are too busy." □

News and Views of the Profession

Verey G. Martin

Verey G. Martin

Verey G. Martin, 66, Head of the Agricultural Education Department at Mississippi State College died Thursday, March 7, at his home in Starkville, Mississippi after several months illness. Mr. Martin was born in Rankin County, Mississippi, and graduated from Mississippi College with a B.A. degree and from Mississippi State College with a B.S. degree. He received his M.S. degree from Cornell University.

He taught vocational agriculture in Mississippi before joining the teacher training staff in Agricultural Education at Mississippi State College in 1920. Mr. Martin had been head of the Agricultural Education Department at Mississippi State College since 1923. He also served as Dean of the School of Education and Director of the Summer Session 1935-37. In 1950, he was given a life membership in the American Vocational Association. He was a member of the Board of Trustees, FFA Foundation.

Mr. Martin was one of the senior members in the agricultural education profession in the United States. His contributions to the profession of vocational agriculture have been great and effective. Some of Mr. Martin's outstanding contributions were his work as a member of the National Committee on Objectives in Vocational Agriculture; his papers on philosophy, notably, "We Believe—A Philosophy for Vocational Agriculture", given before the Southern Regional Conference and Agricultural Education Section of the American Vocational Association in 1955; and his work as chairman of the Teacher Education Committee of the Agricultural Section of the American Vocational Association. His final report on "Guiding Principles Pertinent to the Training of Teachers of Vocational Agriculture" was given before the Teacher Training Section of the American Vocational Association in December, 1956.

His accomplishments are recognized in "Who's Who in America," "Who's Who in American Education," and "Leaders in Education." A biographical sketch and a specimen of his writing are to be found in Stimson's "National Compendium on Agricultural Career Education Readings."

He was a member of Phi Delta Kappa, Alpha Zeta and Alpha Tau Alpha fraternities.

Professor Martin leaves his wife, the former Eva Jones of Puckett; a son, V. G. Martin, Jr., of Fort Worth, Texas; three daughters, Mrs. B. F. McAvoy, Jr., of Orange, Texas, Mrs. Robert W. Jones of Meridian, Miss., and Mrs. Donald Garey of Hobbs, N. M.; a sister, Mrs. Chester Jolly of Jackson, Miss.; four brothers, Roy L. Martin of Jackson, Ray H. Martin of Liberty, Miss.; George D. Martin and Woodrow W. Martin of Puckett, and 12 grandchildren. □

Alabama Has New State Supervisor of Vocational Agriculture

T. L. Faulkner

T. L. Faulkner, widely known throughout the state of Alabama, has been named to succed the late J. C. Cannon, as State Supervisor of Vocational Agriculture. The Head Supervisor's office is located at the State Department of Education in Montgomery.

In this capacity he will supervise the State Program of Vocational Agriculture, which includes Vo-Ag Departments in 352 High Schools in Alabama. This involves the training of 30,000 farmers and farm boys annually, and serving as State Advisor to the 14,000 Alabama FFA members and students of Vocational Agriculture.

Faulkner has served as assistant state supervisor of vocational agriculture for 16 years, 9 years of which he was state FFA executive secretary. He is a native of Lamar County, Alabama. He holds a Bachelor of Science degree from Mississippi State College and a master's degree from A. P. I., Auburn.

Before coming to Auburn in 1941 as an assistant state supervisor, Faulkner taught three years in Junior high school, served as school superintendent and principal, and taught vocational agriculture. He also published the "Northwest Alabamian," a Fayette County Weekly newspaper for two years and has had a variety of experiences in Public Relations during the past 20 years.

The State Superintendent of Education confirmed Faulkner's appointment by pointing to the appointee's background in vocational agriculture and related courses which qualify him to supervise the state vo-ag program with experience and foresight. He said, "Mr. Faulkner has not only had regular college training in vo-ag but has had special courses in related fields which will enable him to advance vocational agriculture in the future."

Mr. Faulkner, 46, is married and has two daughters, Mary Ann, 15, and Diana, 12. They reside at 650 S. Gay Street in Auburn, and are active members of the Auburn Church of Christ. They plan to move to Montgomery sometime this summer.

The new supervisor brings to his office many rich experiences in working with farm youth and adult leaders. This will help him to conduct a harmonious program in vocational agriculture throughout the state of Alabama. □

Joins Future Farmer Staff

John Hensley

John Hensley, Vo-Ag Teacher from Pettus, Texas joined *The National FUTURE FARMER* staff as Regional Advertising Managar on March 15. John was an FFA member at Karnes City Chapter in Texas. After high school he attended South West Texas State Teachers College. While there he was President of the Collegiate FFA Chapter and majored in Ag Education. John graduated from college in January, 1952, and was retained as an instructor for one semester. In June, 1952, he entered the Air Force as a cadet and trained as a bombardier. He was discharged in April, 1956, as a First Lieutenant in the Air Force Intelligence. □

News of Future Farmers of America

John L. McCaffrey, Chairman of the Board of the International Harvester Company, Chicago, Illinois, has been elected to serve as the 1957 Chairman of the Sponsoring Committee for the Future Farmers of America Foundation, Inc. □

On Farm - - -

(Continued from page 21)

with the motor running, I believe you'll have plenty to do.

In many ways this is the best part of our program. Make the most of it and you can be of great service to the boy, the family, and the community. Neglect it, or do it in a careless way, and maybe you'd be happier in some other phase of school work. □

About 95 per cent of the cash income from farming is received by about 55 per cent of the farmers, notes a new report of the Twentieth Century Fund.

GROWING COTTON by V. R. Cardozier, illustrated, pp. 423, published by McGraw-Hill. Price, $5.80.

Growing Cotton is the latest addition to the McGraw-Hill Rural Activities Series. The chapters included are: Deciding to Grow Cotton; Choosing the Variety; Obtaining and Processing Seed; Selecting and Preparing Soil; Selecting Fertilizers; Using Fertilizers; Planting and Spacing; Controlling Weeds; Irrigating; Controlling Diseases; Controlling Insects; Defoliating; Harvesting; Ginning; Classing; Marketing. A list of correlated visual aids is provided in the appendix.

This book is well written and well illustrated. The organization of the book lends itself well to the use of good teaching procedures. In addition to having chapters divided according to the decisions the grower must make and the operations he performs in growing cotton, each chapter is further divided for ease of study and comprehension. This appears to be a book which will be welcomed by teachers of vocational agriculture in the cotton growing areas.

V. R. Cardozier is associated with the National Cotton Council of America.

—A.H.K.

HANDBOOK FOR VEGETABLE GROWERS by J. E. Knott, pp. 248, illustrated, published by John Wiley and Sons, New York. Price, $3.95.

This book is divided into the following parts: Plant Growing and Planting; Soils and Fertilizers; Water; Pest Control; Harvesting and Storage; Seed Production; Miscellaneous.

A great amount of information is presented in this book about vegetable growing in condensed form. Row spacing deficiency symptoms in vegetables, fertilizer rates, insect and disease control, weed control, seed treatment, planting rates, and irrigation are only a few of the specific topics about which information has been presented. This is virtually an encyclopedia of information for vegetable growers.

The book is spiral bound and contains few illustrations. It is a "what" book. No pretense is made of explaining the "why" for all the information presented.

The author, James E. Knott, is Professor of Vegetable Crops, University of California, Davis.

A.H.K.

PLANNING AND CONDUCTING A PROGRAM OF INSTRUCTION IN VOCATIONAL AGRICULTURE FOR YOUNG FARMERS by H. N. Hunsicker, pp. 94, illustrated, published by U. S. Department of Health, Education and Welfare as Vocational Division Bulletin No. 262, Agricultural Series No. 67. For sale by the Superintendent of Documents, Washington 25, D. C. Price, 45 cents.

This bulletin is devoted to the job of organizing and conducting young farmer programs. It contains chapters on the need for young farmer programs, responsibility for developing young farmer programs, getting a program started, planning the instructional program, conducting the program, developing farming programs, providing group experiences, and evaluation.

This bulletin is well written and well illustrated. It should be of great interest to teachers of vocational agriculture who are conducting, or who plan to organize, young farmer programs.

H. N. Hunsicker is a program planning specialist in the Vocational Division of the U. S. Department of Health, Education, and Welfare.

—A.H.K.

SOIL CONSERVATION by Stallings, pp. 575, illustrated, published by Prentice-Hall, New York, New York. Price, $8.50.

Soil Conservation is divided into four parts. Part I describes the over-all problem of soil erosion; Part II includes the story of how soil is eroded and formed, and how soil structure is maintained; Part III tells about the many soil conservation practices such as water erosion control, wind erosion control, mulch farming, grassland farming, surface water disposal system, and the interrelationship of land, plants, and animals; Part IV presents the story of farm and watershed planning including land use capability and judging, planning the farm program, irrigation, drainage, watershed management, and the conservation movement.

This book is well written and contains many excellent illustrations. Although this appears to have been written for adult consumption, certain parts of the book should be useful to teachers of vocational agriculture as supplemental reference with their advanced classes as well as with adult and young farmer classes. The illustration given on planning the farm program would seem to be especially useful. Lists of additional readings are provided at the end of the various chapters.

J. H. Stallings is Research Specialist in the United States Department of Agriculture.

—A.H.K.

HANDBOOK FOR VEGETABLE GROWERS by James Edward Knott, pp. 238, illustrated, published by John Wiley and Sons, Inc., New York. Spiral binding.

This hand book brings together in concise form much information that relates to vegetable production. It includes parts on: Plant Growing and Planting, Soils and Fertilizers, Water, Pest Control, Harvesting and Storing, Seed Production, and Miscellaneous Information. No discussion of varieties is given. Rather, emphasis has been placed upon types of information which when used in conjunction with local recommendation should prove valuable to those interested in vegetable production. The book is well organized and much information is presented in tabular form, which should make it quite useable as a reference.

James Edward Knott is Professor of Vegetable Crops, University of California at Davis.

—G.B.J.

SOIL: USE AND IMPROVEMENT by J. H. Stallings, pp. 403, illustrated, published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey, Price $4.90.

The book is divided into three parts. Part I presents the historical aspects of soil erosion. Part II is concerned with factors which should be considered in dealing with problems of soil erosion. It explains the erosion of soil by water and wind, the formation and maintenance of soil crumbs, the importance of plant cover in building and holding the soil, and the intricate relationship existing among soil, plants, and animals. Part III deals with soil conserving practices as related to farm management and efficiency in production.

Soil: Use and Improvement is one of the Prentice-Hall Vocational Agriculture Series. It considers the technical aspects of soil erosion, land judging, and land uses, yet it is quite readable and is excellently illustrated. It should be valuable to farmers, teachers of agriculture, high school boys, and persons engaged in farm service employment.

J. H. Stallings is Research Specialist, United States Department of Agriculture.

—G.B.J.

A MANUAL ON FARMING PROGRAMS FOR VOCATIONAL AGRICULTURE, pp. 80, published by The State Department of Vocational Education, Phoenix, Arizona. Price, $1.25. (Supply limited)

Although this bulletin was prepared primarily for use in Arizona, much of the content is appropriate to the needs of students and teachers in other states. The bulletin is written in four parts as follows: The Supervised Farming Program; Planning the Farming Program; Keeping and Using Records; Useful Information for Planning and Budgeting. Of particular interest to teachers would be the lists of efficiency factors and approved practices for various crops.

—A.H.K.

Nothing unusual about a picture of four sheep—EXCEPT—these happen to be a set of quadruplet orphan ewe lambs of the Columbia breed that were raised on a bottle by Cris and Calvin Andrews. These brothers belong to the Steamboat Springs, Colorado, Chapter of FFA. Their adviser is Mack Jones.

Stories In Pictures

Although being gradually replaced on the farm by use of electric and oxyacetylene welding, forge work still plays an important role in many farm mechanic repair jobs. (Mississippi Vo-Ag Education Department Photo)

Heavy equipment is used on Mississippi farms for clearing, trench silo construction, and land leveling. (Mississippi Vo-Ag Education Department Photo)

One of the unusual features of the Future Farmer exhibits at Ohio State Junior Fair is a contest for FFA photographs. In this picture, F. J. Ruble who is superintendent of the Future Farmer activities and Dr. Ralph E. Bender of the Department of Agricultural Education look over one of the panels. Each placard shows four photographs detailing various aspects of an individual boy's farming program.

All-day Vo-Ag students receive farm mechanic instruction in the school shop under direct supervision of Vo-Ag teacher. (Mississippi Vo-Ag Education Department Photo)

All four branches of vocational education in Ohio were among the exhibitors at the Ohio State Junior Fair this year. Left to right are representatives of the Future Homemakers of America, Distributive Education Clubs of America, Vocational Industrial Clubs admiring an Ayrshire heifer which is the property of an Ohio Future Farmer.